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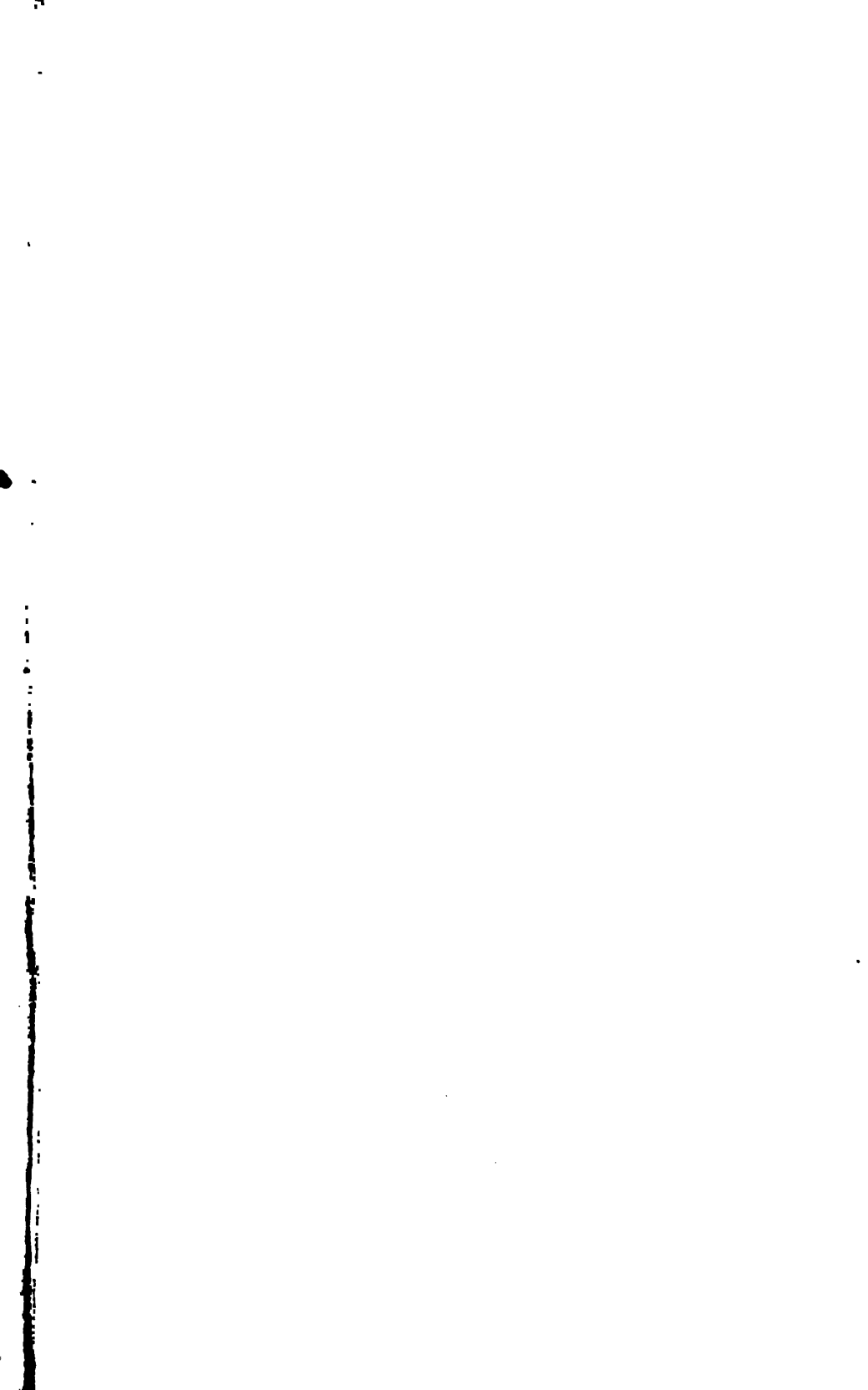
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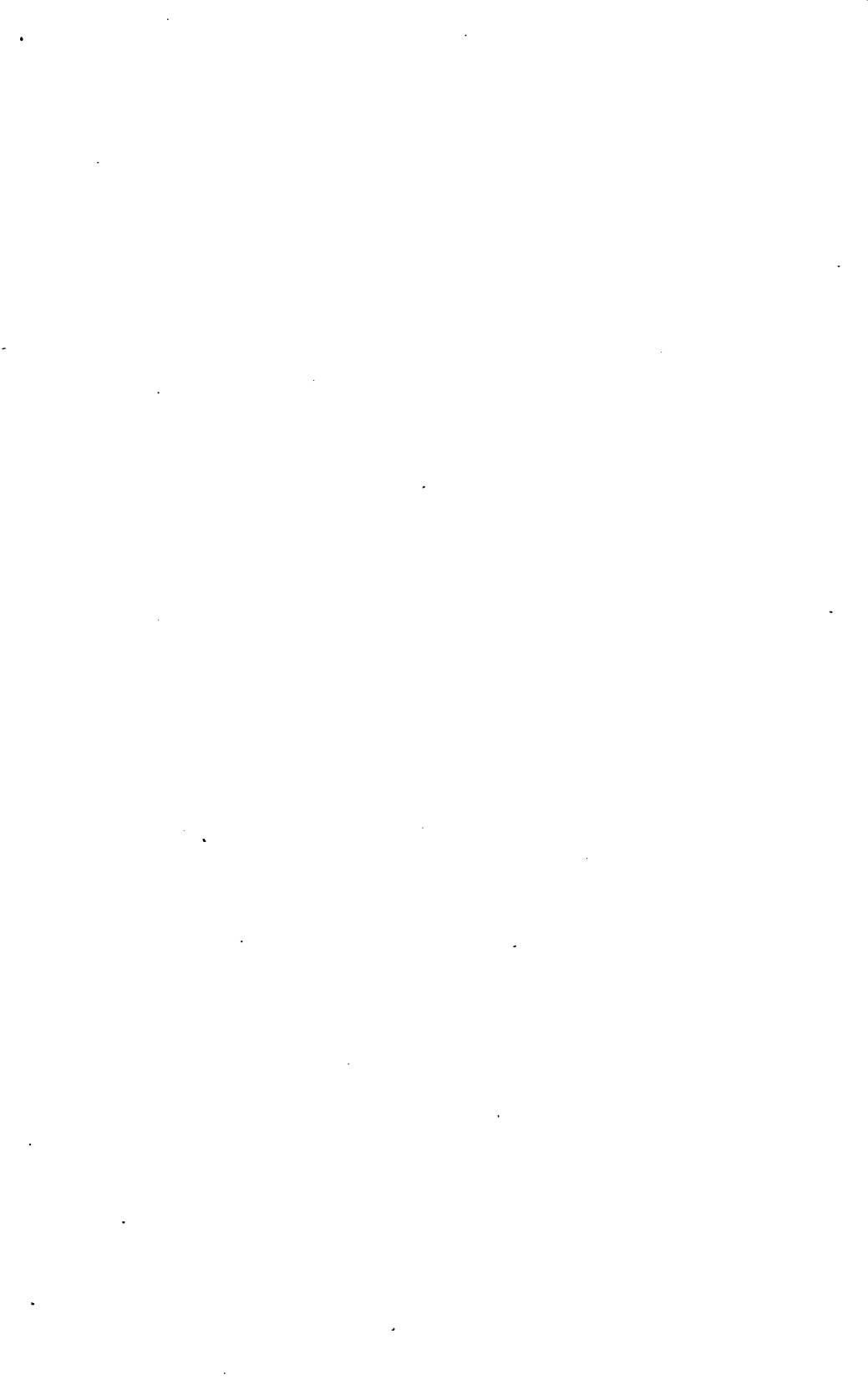
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11

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THE OHIO EDUCATIONAL MONTHLY

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JANUARY, 1901.

No 1.

THE LAND OF EVANGELINE.

BY E. A. JONES.

One of the compensations of the teacher is the long summer vacation which may be used for rest, recreation, and travel. The last named is a luxury which many teachers feel they cannot afford, but a little economizing in different directions will enable one, in a series of years, to visit many places of historic interest, to enjoy some of the finest scenery in the world, and to acquire much information at first hand that will be exceedingly interesting and valuable in the teaching of history, geography, and literature.

A tour of the Great Lakes, a trip down the St. Lawrence, an excursion to Niagara and the Mammoth Cave, a visit to Boston and the many places of historic interest in its vicinity will give new life to the teacher and add greatly to his teaching power when he returns to his work.

It is much easier to awaken an interest on the part of pupils in the life and writings of Longfellow and Whittier after one has visited the home of Longfellow at Cambridge and the old Whittier homestead at Haverhill.

Ever since I first read the story of Evangeline and Gabriel and the expulsion of the Acadians so beautifully told by Longfellow I have been deeply interested in this people, and I have had a great desire to visit the Acadian land and to see the spot where—

"Distant, secluded, still, the little
village of Grand Pré
Lay in the fruitful valley."

An opportunity occurred last summer and I eagerly improved it. At the request of the editor I will give the readers of the "Monthly" some account of my rambles.

There are different ways of reaching the land of Evangeline.

Those who desire a longer ocean voyage can take one of the five steamers of the Plant line and go direct to Halifax.

Last summer the annual meeting of the American Institute of Instruction was held at Halifax, and a large number of New England teachers and some educators from other states improved the opportunity to visit Nova Scotia.

After adjournment many of the members planned to remain for some time upon the peninsula.

Taking the Bluenose Limited on the Dominion and Atlantic railway they were soon in the heart of the Evangeline country.

There some remained for weeks enjoying the quiet and restful atmosphere and charming scenery, sailing on the Basin of Minas, watching the ebb and flow of the water in the tidal rivers, collecting choice specimens of amethyst and agate from Cape Blomidon and the adjacent islands, and visiting different places of historic interest.

Halifax itself is an interesting city of about 50,000 inhabitants. It is pleasantly located and commands a fine water view. It is probably the most strongly fortified city on the American continent. The harbor was formerly known as Chebucto Bay—the Indian name signifying “the chief haven.” It is six miles long with an average breadth of one mile, and the largest ships that float can find a safe anchorage in any part

of it. A small steamer makes the circuit of the harbor every day thus affording one a fine view of the city, the shipping, and the fortifications.

The city was founded in 1849 by Hon. Edward Cornwallis with over 2,500 British immigrants. The chief promoter of the enterprise was the Earl of Halifax—hence the name.

The building of Halifax and the continual strengthening of its fortifications was a warning to the French that England intended to control the peninsula.

It soon became an important naval station. Here the English forces concentrated for the attack upon Louisburg and Quebec. During the war for independence it became an important base for British operations. At the close of the war a large number of Loyalists left the country and became residents of Halifax.

During the civil war Halifax was a center for Southern sympathizers, and the city profited greatly by its blockade running operations. At the present time it has large shipping interests, and is fairly prosperous, but it lacks the enterprise and push of an American city.

Among the objects of interest to the visitor are the citadel, one of the strongest of the old fortifications, planned by the Duke of Kent; the parliament buildings; the beautiful public gardens comprising eighteen acres in the heart of the city; one of the largest dry

docks, over 600 feet long and built of stone and concrete; the Wellington Barracks, and Point Pleasant Park with its beautiful drives, delightful winding walks, and charming sea views.

The park is imperial property, but is leased to the city indefinitely for a shilling a year. It is closed to the public one day in each year to preserve the property against the claim of right of way.

Many travellers enter the Evangeline country from the opposite direction. Leaving Boston by steamer at 4:30 in the afternoon they arrive at Yarmouth the next morning and then proceed over the Dominion and Atlantic railway to Digby, a pleasant summer resort located on the Annapolis basin opposite the "Digby Cut" and about three miles from the Bay of Fundy.

Its attractions are fine rowing and sailing, excellent salt water fishing, and the largest and most delicious cherries. Digby cherries are known far and wide.

Twenty miles further on we come to Annapolis, pleasantly located at the eastern end of the Annapolis basin. It was formerly called Port Royal and it played a very important part in Acadian history. The ancient earthworks still remain in a good state of preservation, and the ruins of the old French wharf can still be seen. Two of the buildings are yet in existence—the magazine in the central part of the fortifications, and the officers'

quarters now occupied as a residence by the caretaker. From this point the route for sixty miles lies along the Annapolis river, through beautiful valleys and through villages until Wolfville is reached. This city is usually selected as headquarters by those who wish to visit the places made famous by Longfellow in his poem *Evangeline*. It is about three miles from Grand Pré and within easy reach of all places of interest.

As I wished to have a longer ocean trip and to see something of New Brunswick, I selected a different route from those usually taken. Leaving Boston in the morning, I took a steamer for St. John, N. B., via Portland, Me. It was in the hottest week of the summer when the mercury reached 98° in the shade and the nights brought little relief. It is always a fine sail out of Boston Harbor, but under such circumstances it was especially pleasant. Never did ocean breezes seem more delightful.

Late in the afternoon we entered Casco Bay, passed in among the beautiful islands, and reached the landing at Portland. As we were on the way to *Evangeline Land* it seemed especially fitting that we should stop for a short time, at least, where Longfellow was born and where he spent his youthful days. Standing upon the deck of the steamer and looking out upon the city we recalled his poem "*My Lost Youth*," especially the lines:

"Often I think of the beautiful town—

That is seated by the sea;
Often in thought go up and down
The pleasant streets of that dear
old town

And my youth comes back to
me."

"I can see the shadowy lines of
its trees

And catch in sudden gleams,
The sheen of the far surrounding
seas,

And islands that were the Hesper-
ides

Of all my boyish dreams.'

We remained only a short time,
but as I had previously visited the
city and all the places of interest
connected with the early life of the
poet, I was not disappointed.

During the night we skirted the
rocky coast of Maine, passed Bar
Harbor, a noted seaside resort, and
reached Campobello in the early
morning. A little later we entered
Passamaquoddy Bay and landed
at Eastport on the St. Croix river,
the dividing line between Maine
and New Brunswick.

The herring fisheries constitute
the chief industry of the people in
this section. Large schools of her-
ring visit this coast at certain times
in the year. These are caught in
immense numbers by means of
weirs. They are then properly pre-
pared, packed in tin boxes and sold
as sardines.

Leaving Eastport no further stop
is made until St. John is reached
about six in the evening. The site
of this city is historic ground.

The St. John river was so named
by Champlain because it was dis-
covered on St. John's Day, in 1604.
The first settlements at its mouth
were made by the French early
in the seventeenth century.

One of the most interesting and
exciting events of this early history
is that of the feud that existed be-
tween Charles La Tour, who had
a fort at the head of the St. John
harbor, and his rival, D'Aulnay
Charnisay, who had his headquar-
ters across the Bay of Fundy at
Port Royal.

The story has been beautifully
told in a book called "The Lady of
Fort St. John."

The present city numbers about
50,000, and it ranks as the fourth
city in the Dominion.

It has suffered severely from fires
and in 1877 nearly one-third of it
was destroyed.

The burned portion was soon re-
built and it now presents a very
substantial appearance.

It is an interesting fact that in
1783, after the surrender of Corn-
wallis, many hundreds of Loyalists
left the country and settled in St.
John. Benedict Arnold is said to
have lived for two years on the St.
John river at Frederickton.

One of the most interesting
sights for tourists at St. John is the
reversible falls.

The St. John river is 450 miles
long and at some distance above
the city it is three or four miles
wide. The whole volume of this

great river finds its way to the sea through a deep ravine that is spanned by a suspension bridge. You visit the bridge at one time and you find the mighty torrent of water rushing in one direction with great fury; at another you find it rushing with equal fury in the opposite direction; and on a third visit you find no fall at all, but a calm and quiet river, on which steamers are passing up from the bay. One writer describes it as follows:

"When the ebb tide has emptied the harbor, the accumulated river waters fall through this ravine as through a mighty sluice gate. As the tide returns the fury of the escape is diminished, the river is gradually checked, till a level is reached on either side of the great gate, and quiet reigns while the antagonists take a breathing space. But soon the tremendous Fundy tide overpowers the river, bears it down, and roars triumphing

through to brim the upper basin. Before it can accomplish much in this direction, however, its retreat is ordered and the recovering river presses on its rear. This battle is fought twice every day and the river is so far successful that it holds its freedom and can never be subjugated into a tidal river with drowned shores and banks of ooze."

After spending several days in that section and sailing up the St. John river a distance of 85 miles to Frederickton, the capital of New Brunswick, we left for Nova Scotia. Taking the fast and commodious steamer "Prince Rupert," we crossed the Bay of Fundy to Digby and followed the route already described to Wolfville.

In another article we will write of Grand Pré as we saw it, and give some account of the expulsion of the Acadians as we learned it from one of the descendants—the only one now living at Wolfville.

LEUCOCYTES.—A LESSON IN TEMPERANCE.

By J. A. CULLER.

If it were not for pain most people would probably kill themselves off in a few years; but the trouble here is that pain comes only after the harm has been done and seems more like a penalty for past misdeeds; it comes soon enough, however, to act as an efficient check to self-destruction.

Can anything be done to lead young people who are full of life and energy to be temperate without letting them wait for the pain which is nature's check when it is too late to make full amends.

Young people are usually impetuous; if a picnic is suggested they want it right away; a reward in fu-

ture years is only a mild incentive. We regard it as the mark of a barbarian that he is satisfied if his present wants are gratified and that he makes no provision for the future; but this is by no means a distinctive mark of barbarism. In one sense this trait is more prominent in civilized people, as appears in this,—there is a definite amount of energy in the universe. This energy may manifest itself through various machines and organisms in form of work, and the amount of work will be exactly in proportion to the amount of energy that enters the machine or organism.

Now we all know that if a machine is badly cared for it soon becomes rickety and out of repair, and although plenty of energy is at hand it now passes by and not through the machine. Just so with our bodies. Nature intended that for our life work a definite amount of the world's energy should pass through us; but we may indefinitely decrease the capacity of our bodies for transmitting energy and it will pass by and not through.

For example, if the boiler's tubes are heavily incrustated with lime and the steam pipes leak at the joints and are not wrapped with asbestos or the slide valve is not properly set, then the energy of the coal, though all given out, does not accomplish the work intended or that it might accomplish under other conditions. Similarly we may eat good food and breathe good air

and yet our organs of digestion, assimilation, and secretion may be so changed from what nature intended that while the energy from our food is all at hand it is not expended in doing the work intended.

This is what we mean when we say that civilized man does not provide for the future. He does not save his organism.

The duty of the young is not to husband his energy for that can be had in abundance at any time, but to save the machine through which energy can be made to do the work desired.

The most effective temperance teaching is that which will enlist a boy on his own side and induce him to work for rather than against his organism, for the purpose given above.

There are many ways by which an effort may be made to accomplish this and one good way we give here.

Probably all plants and animals have some provision within themselves for resisting the ravages of microbes from without. It seems strange that a young plant while yet very tender is able to survive the onslaughts of its invisible enemies, but it is probable that it is able to secrete and throw out a very powerful germicide which we now use under the name formaldehyde.

Very interesting investigations have been going on in regard to the character and the work of the white corpuscles of our bodies. These

go by the name Leucocytes or Phagocytes and are found not only in the blood but distributed through all the tissues of the body. These are composed of one cell with a nucleus and can breathe, and move themselves about much like the amoeba. They lead a sort of independent existence and go about as scavengers of the body. One peculiar thing about them is that they are not limited to any particular place or channel, but can elongate and draw themselves through the walls of the organs of the body without making any hole where they pass through. Their mission is to go about in search of enemies and when they meet there is always a fight to the finish and either the enemy is destroyed or the Leucocyte gives up its life in the struggle.

As the white corpuscle moves about if it meets any foreign substance such as bacteria, or dead matter as well, it will extend itself in all directions making itself quite thin and then project the edges of its body forward enveloping the foreigner and by means of its juices dissolving it.

They will attack anything that is foreign or that has served its purpose and is no longer of use. Splinters of bone are carried away through their agency.

Catgut used by the surgeon and purposely left in the body is removed by the Leucocytes. They remove old and exhausted cells and

prepare the way for new generations. In old age when the cells of our tissues will no longer reproduce their kind then the Leucocytes step in and, as best they can, conduct the organism through old age to a natural death.

The body may be considered a castle and the skin as the wall of the castle. Without are countless enemies waiting for any opportunity to break in and within are thousands of soldiers always alert and ready to defend the castle. A scratch or cut of the skin is a breach in the wall. At this point the micro-organisms from without try to effect an entrance and it is now that the Leucocytes are found ready to grapple with the enemy and destroy him even if he has to die with him.

The pus or "matter" which collects in almost every sore is simply an accumulation of a large number of the dead bodies of our friends who have given up their lives to save us.

To catch a cold would mean death if it were not for the white corpuscle; and the number of their dead bodies which a child may blow from his nostrils or raise from his throat is an evidence of the terrific struggle which has taken place. In case bacterids of inflammation are swarming in the blood the struggle with the white corpuscle is most active in the lymphatic organs, and the soreness in

the armpits and groins will locate the battlefield.

Doctors often assist the white corpuscle or even relieve it entirely of this kind of work by aseptic surgery wherein all instruments and materials used are sterilized before they are introduced through the wall—the skin; or an antiseptic substance such as iodoform is sprinkled about the breach and this destroys the germ before he can effect an entrance.

Leucocytes may adapt themselves to new conditions provided the change is not too rapid. The poison secreted by a microbe may paralyze and kill the white corpuscle, but by inoculations of virus at first weak and then stronger it is possible to produce an immunity in the white corpuscle and make it able to swallow the bacterium without suffering from its poison.

It is probable that the doctors will in time agree that the benefits of vaccination can be explained in some such way.

We can see from these things why it is that some people catch diseases and contract colds so much easier than others. It is not because one has been exposed more than another, but because one is maintaining a weak standing army and yields partly or wholly to the invading enemy of microbes,

while the other is able to defeat them at the gates without the loss of a man.

We have within us a great host of vigilant and valiant friends who are working hard to keep us in health. Without are countless enemies ready to destroy us.

The question before us now is, are we going to help our friends or our enemies.

When one has typhoid fever or pneumonia the doctor is often heard to say that he doubts that his patient will pull through because of his intemperate habits of life. The doctor means to say that the man with the fever has played traitor to his friends for so long that they have either deserted or become demoralized and are no longer able to make effective resistance to the microbes which are fighting for a lodgment within his organism.

These facts about the white corpuscle are not figures of speech, but scientific facts—the results of great labor of scientific men. The learned Russian, M. Metchnikoff, in connection with the Pasteur Institute, deserves special credit for his researches in the realm of white corpuscles.

A knowledge of these facts ought to enlist one more enthusiastically on his own side.

THE PERSONAL INFLUENCE OF THE TEACHER.

BY. S. WILKIN.

Garfield is quoted as saying, "A log for a seat, a shingle for a black-board, and Mark Hopkins for teacher would make a good college." This is only another way of saying that the one essential element of a good school, is a good teacher. All other things are mere accessories. Of course there must be at least one pupil. Buildings, textbooks and apparatus, courses of study, and methods of instruction are helpful adjuncts. Indeed, all the usual machinery of the modern school, when wisely used, are efficient aids by means of which the vital force of a school expresses itself most effectually. This vital force is the personal influence of the teacher. It bears the same relation to the school, that steam does to the completed engine. It can do no more for the school than steam does for the engine; that is, it can transmit no more energy than it possesses. Indeed, there must always be some loss, and for this reason it is generally true that the more machinery the less affective a given force will be. It might be well to remember this principle in considering methods of instruction. Cumbersome methods may serve to hinder rather than to help. But the one factor that determines whether the school shall progress or retrograde is the spirit of the teacher.

There are many ways in which this spirit may manifest itself. Space permits the mention of only a few of them. The teacher that hopes to have her pupils studious, must herself be a student. Not alone that she may pass examination, nor that she may be known and honored as a scholar, but for the genuine pleasure she can find in a vigorous exercise of her mental powers. If she would communicate the glow of enthusiasm to others the flame must be kindled in her own soul.

But love of study is not sufficient. The student is too apt to be a recluse. There must be a love of humanity as well; and this love must be deep and abiding. It must include, not alone the attractive and lovable children, but the most repulsive. The teacher's affection for her pupils must be proof against the unamiable traits that sometimes exhibit themselves in good children. It must be of the kind that hopes against hope, and is ready to try again and again.

If the teacher has the right spirit she will be thoroughly in earnest. Nothing succeeds better than earnestness; no one can hope to succeed without it. But earnestness may overreach itself and fail, without patience. But indifference is not patience. Controlled earnestness is. The most stubborn rock

can be bent by long-continued and powerful pressure. But there must be no relaxation and no haste. Granted that the child is not an idiot, and much can be done for the most unpromising, if the teacher is patient and earnest.

The solution of the problem will be much easier, and the results much more satisfactory if the teacher is sympathetic. Only the most courageous souls are able to toil alone and unrecognized. The work which the child is asked to do seems as large to him, as the work required of the teacher seems to her. She needs more sympathy and encouragement than she gets, but so does the child.

Nothing yields greater returns for the amount of energy expended than judicious praise. But it must be praise, not flattery. Neither must it be given too freely. The most vigorous appetite can be ruined by over-indulgence. On the other hand, the fire dies when the fuel is no longer supplied.

Especially does the child need encouragement in his conflict with his own appetites and passions. For the personal influence of the teacher has not done all its duty when it has secured good behavior in the school room, and brought the average grade up to the required standard. She must plant the seeds of true character, and give them the dew of sympathy and the sunshine of encouragement, until they have developed into strong and

hardy plants. Heat, light, and moisture, are necessary for the proper nourishment of a plant. So the child-mind, in the like manner, needs the warmth of love, the light of encouragement, and the sustaining influence of sympathy. And the child, like the plant, will reach up toward the source whence these are supplied most abundantly. The teacher ought to be the unfailing source of supply. If she fails, the child will turn in some other direction, and the growth will be away from the teacher. The influence of playmates and companions, and the attractions of the street, will be stronger than the school. There is, no doubt, much room for improvement in our courses of study and in methods of instruction, but the writer is persuaded that the crying need of the public school to-day is, not better methods, but better teachers; broad-minded, earnest, patient, helpful, men and women. Thousands of our teachers are already of this class, but there is still plenty of room for more. It goes without saying that they must know something of the subjects they are to teach. How can any one impart what he has not? But with all this equipment, love, earnestness, patience, and acquired knowledge, true success is possible only to those who bring all their powers to bear upon the individual pupil. It is the personal touch that wins. One very successful church-worker when questioned as to the secret of her

success, said "All my fruit is hand-picked." One may be a good drill-master without being a teacher at all. The drill-master has his uses, but if he is nothing more he can never be a leader. The teacher must be a leader. Her influence must be felt in every home represented in her school room. Her control over each individual pupil should be the direct result of her personal character. Nay, it *will* be so, whether she wills it so or not. But, that control and that influence will be helpful to the child, only when the character of the teacher is such as to make it so. It may be the reverse of helpful. But whether

it is so or not, it is the most important factor in the school problem. It is the one thing about which boards of education should be most solicitous. It is the thing about which teachers should question themselves most earnestly. Teachers ought to be valued more for what they are, than for what they know. If this were not true, a good text-book would be the only teacher needed. The teacher ought to be a constant source of inspiration and encouragement to each individual pupil in her care. If she can stimulate and encourage none, let her resign. "Why cumbereth she the ground?"

O. T. R. C. DEPARTMENT.

MACAULAY'S MILTON No. 2.

By J. J. Burns.

P. 4. Furnish synonyms for words in italics:—"But he is not always so *happy* in his *inferences* as in his *citations*."

P. 6. Explain,— "the dust and silence of the upper shelf." In what mood did he write: "the elegant language of the play bills"?

Ps. 11 and 12. A radical difference between the modes of advance of science and certain fine arts.

P. 14. Why does a child believe stories that she knows are not true?

P. 17. Meaning of,— "He who..

must first become a little child."
"A lisping man."

P. 18. Milton's classical knowledge.

P. 20. Last two sentences, would they unite well into one?

P. 21. The prime condition upon which a reader may enjoy Milton.

P. 22. "Burial-places of memory."—Sir Thomas Brown said that our fathers find their graves in our short memories.,

P. 23. Find two beautiful similes. Some "charmed names:" (1) "Uther's son"; i. e. Prince Arthur,

"Begirt with British and Armoric knights."

(2) When Charlemain with all his peerage fell.

(3) Thick as autumnal leaves that strow the brooks
In Vallambrosa.

(4) "Vexed Scylla, bathing in the sea."

(5) "Whose delightful seat
Was fair Damascus, on the fertile banks
Of Abanna and Pharphar,
lucid streams."

(6) With the setting sun
Dropt from the zenith like a falling star,
On Lemnos, the Ægean isle.

P. 24. It is interesting to note to what sources lexicographers go oftenest for quotations to illustrate the meanings of the words. In referring to the International or the Century, the eye is constantly coming upon a line from the Allegro or the Penseroso; almost as frequently in Comus. I am not confident that it would be an impossible task to put together the lines, picked out from those two dictionaries; and thus reconstruct the entire poems. What a testimony to the fineness of Milton's best work!

P. 25. Name off-hand two of Byron's tragedies.

P. 29. What is meant by the "shackles of dialogue"?

P. 32. Explain; "His similes are the illustrations of a traveller."

P. 38. Gibbon's secondary causes for the spread of Christianity. See

Decline and Fall of the Roman Empire, chapter XV. Does Gibbon assign a primary cause? "Cecilia";

"At last divine Cecilia came,
Inventress of the vocal frame.

* * *

Let old Timotheus yield the prize
Or both divide the crown;
He raised a mortal to the skies,
She drew an angel down."

a. Name the author.

b. In what great American oration are the last two lines paraphrased?

P. 41. "Fee-fan-fum, —

Fee—fan—fum, bubble and squeak!

Blessedest Thursday's the fat of the week.—*Browning*.

P. 42. "Prometheus. talks too much of his uneasy posture."

Nailed to this wall of eag'le-baffling mountain.

* * *

No change, no pause, no hope!
Yet I endure.

I ask the Earth, have not the mountains felt?

I ask yon heaven, the all-beholding Sun,

Has it not seen?—*Shelley*.

P. 44. "Loftiness of thought" ("Spirit" in some editions.) What famous lines of Dryden, characterizing "three poets", crop out in this sentence? "Even in his honey"—antecedent of "its"?

P. 47. Some familiar quotations from the sonnets:

1. Killed with report the old man eloquent—

2. License they mean when they cry liberty.

3. Peace hath her victories
No less renowned than war.

4. Let Euclid rest, and Archimedes pause.

5. They also serve who only stand and wait.

P. 49. "Have roused Greece",—what great English poet lost his life in this war for Greek independence?

50. "The civil war indeed, etc.",—a good example of M's "sureness". A defect in the language?

55. What justifies resistance to a sovereign? Who said that resistance to tyrants is obedience to God?

P. 57. "A dynasty of strangers"—name them.

P. 58-61. Compare M's arraignment of Chas. I. and a prominent American statesman's arraignment of one of the "dynasty" above.

P. 63. Ruminant upon the sentence about Hume.

P. 66. "We are not careful",—meaning?

P. 72. "Attainted his innocent heir,"—who was this? Effect of the attain? "William,"—what relation to the great William the Silent?

P. 74. "*Aeneas magni dextri*." Ah thou unhappy youth, for thy great merits
What worthy thing can pious Æneas do?

Retain thy arms, in which thou takest pride;

And thee to thy father's sepulchre I'll send.

Unhappy, thou'lt console thy fate with this—

Thou fall'st by the right hand of great Æneas.

P. 75. "Washington or Bolivar," Macaulay elsewhere compares Hampden to Washington.

P. 76. "Most frivolous.... of tyrants,"—Chas. II.

"Who never said a foolish thing, And never did a wise one."

P. 77. "Charles and James, Belial and Moloch."—(1) Thus Belial
..... Counsell'd ignoble ease.

(2) Moloch, sceptred king,
Stood up, the strongest and
the fiercest Spirit.—

P. 79-84. M's estimate of the Puritans.

(1) "They were abandoned to the tender mercies of the satirists and dramatists." Even a historian may take a hand. Recall Macaulay's explanation of why the Puritans opposed bear-baiting.

(2) "We regret.... Mankind has owed inestimable obligations etc." Are they not still owed? If not, how were they paid?

(3) What treasure did Bassanio find in the leaden casket? Don't look into the book.

(4) "The greatest and the meanest of mankind,"—according to Pope what noted man was both?

(5) "Priests by the imposition of a mightier hand." Meaning?

P. 84. The "worshippers of freedom," the "free-thinkers," who

took for examples "the heroes of Plutarch,"—Lowell, speaking of the men of three centuries ago, says: "their speech was noble because they lunched with Plutarch and supped with Plato."

P. 85. "Machines for destruction etc."—who stand in line for this picture?

P. 86. Milton's composite character.

"Under the influence of feelings" of which "he was the master." Is there a dash of paradox here?

"Architecture and Music in the Penseroso:"

But let my due feet never fail
To walk the studious cloisters pale,
And love the high embowed roof,
With antic pillars massy proof,
And storied windows richly dight
Casting a dim religious light.
There let the pealing organ blow
To the full voic'd Quire below,
In service high, and anthems clear.

Was Desdemona a "beautiful deceiver"?

P. 87. Milton's greatest glory.

"To spell the charm backward,"
—"backward mutters."

P. 92. "How worthless soever may be the offering,"—what offering?

P. 93. "The closest scrutiny and the severest tests." Who said and about whom:

Surely if any fame can bear the touch,

His will say "Here," at the last trumpet's call,

The unexpressive man whose life expressed so much?

"Those celestial fruits etc."—

What flowers are these?

In Dioclesian's gardens, the most beauteous,

Compared with these, are weeds:
frost, ice, and snow

Hang on the beard of winter:
where's the sun

That gilds this summer?—*Mas-singer.*

SUGGESTIVE QUESTIONS ON OMAN'S ENGLAND IN THE NINETEENTH CENTURY.

Chapter VIII—Disraeli and Gladstone—1865-1885.

1. What changes took place in the policy of the Liberal party after Lord Palmerston's death? Who was most prominent in bringing about these changes?

2. What gave Gladstone his reputation in 1865?

3. Describe the new Conservatism and name its leader.

4. What were the causes and results of the Fenian outbreaks?

5. Outline Disraeli's Reform Bill of 1867.

6. When and under what conditions did Gladstone become Prime Minister?

7. What reforms did he at once enact in the interests of Ireland and with what effect?

8. What was done for the cause of education?

9. What was the "Ballot Act" of 1872?

10. What is said of his Foreign Policy?

11. Give the history of the "Alabama Claims."

12. What military reforms were brought about at this time?

13. What caused Gladstone's defeat in 1874?

14. What two elements characterized Disraeli's policy?

15. How did England secure her interest in the Suez Canal?

16. What foreign complications arose under this administration?

17. Who was the leader of the Home Rule party? What were the object and policy of this party?

18. Describe the election of 1880.

19. Give cause and result of the Boer war of 1880.

20. What troubles existed in Ireland in this administration? In Egypt?

21. Describe the election of 1885.

Chapter IX—The Home Rule Question and Imperialism—1886-1899.

1. Describe the "Home Rule" agitation of 1885 and '86.

2. For what was the year 1887 noted?

3. What has England's foreign policy been in recent years?

4. What was done with National Debt in 1888?

5. What were the "Pigott Forgeries?"

6. Who succeeded Parnell?

7. Describe the elections of 1892.

8. Give provisions of Gladstone's Second "Home Rule" Bill. Result?

9. When and why did Gladstone

retire? Who was his successor? How long did his ministry last?

10. What was the result of the elections of 1895?

11. What course did the different nations pursue with reference to the Armenian Massacres?

12. Give the history of "The Venezuelan Boundary Question."

13. What was "Jameson's Raid?"

14. For what was the year 1897 noted?

15. What important treaty in 1899?

16. What is the policy of the political parties in England at present?

17. What do you understand the author's opinion of the present outlook to be? Do you agree with him?

SUGGESTIVE QUESTIONS ON JUDSON'S EUROPE IN THE NINETEENTH CENTURY.

Part IV—The British Empire—Reconstruction Without Revolution.

1. Describe the development in England in the nineteenth century.

2. What effect did the French Revolution have upon England?

3. Describe the House of Commons as it existed from 1660 to 1831.

4. How did the industrial changes affect the distribution of population, and, through this distribution, the House of Commons?

5. How do you account for the

economic distress in England which followed the declaration of peace after the French Revolution?

6. What has "Reform" in England the past century signified?

7. Give an account of early attempts at "Reform," and the causes of failure.

8. What is the history of the Reform Bill which finally passed in 1832?

9. Give its general provisions.

10. What reconstruction of political parties took place in 1833?

11. Give the history of the abolition of slavery in the English colonies.

12. What abuses existed under the "Poor Laws?" How and when reformed?

13. Give the provisions of "The Factory Act."

14. Who were the "Chartists," and what reforms did they seek? Why were they defeated?

15. Give the provisions of the Reform Bill of 1867.

16. How are contested elections now settled in England?

17. What reforms in manner of voting in 1872?

18. What are the provisions of the Act for the Prevention of Corrupt Practices, passed in 1883? Results?

19. What were the provisions of the Reform Acts of 1884 and '85?

20. How many members in the English Parliament? In the U. S. House of representatives? What

is the basis for the distribution in each?

21. Of what, is the House of Lords composed?

22. What was the Municipal Reform Act of 1835? What wrongs did it right?

23. Describe the government of London.

24. Give the history and results of the repeal of the Corn Laws.

25. Give the history and results of "Civil Service Reform" in England. In the United States.

26. How is Ireland governed?

27. How was this control of Ireland secured by England?

28. Give the history of Catholic Emancipation in 1829.

29. Who were the "Fenians"?

30. Give an account of the Disestablishment of the Irish Church.

31. What were the provisions of the Land Acts of 1870, 1881 and 1885.

32. What led to the adoption of "The Closure" in Parliament?

33. Give the origin of the term "Boycott."

34. What was the first Home Rule Bill? When and how defeated? The second Home Rule Bill?

35. What do you know of Gladstone? When did he retire? Who succeeded him?

36. Who is Prime Minister in England at present? To what party does he belong? What difficulties have come up under his administration?

HELPS, HINTS AND SUGGESTIONS.

We are under obligations to a friend who has been a reader of the MONTHLY for many years for calling our attention to a mistake which occurred in "Some Suggestions for Christmas Exercises" in the December number.

On page 602, second column,, lines 23, 24 and 25 should read, "Scott died at Abbotsford, Sept. 21, 1832," instead of the statement there made.

FIRST READER LESSONS No. 2.

By Margaret W. Sutherland.

In my last article for teachers using First Readers, I made some suggestions as to the making of charts of words so arranged that the child would be arriving at laws that would enable him to make out new words at sight, although he might not make any formal statement of his generalizations. Basing the work on the first ten lessons of McGuffey's First Reader, I gave three tables and then suggested how to teach words in these lessons not in the tables. I now wish to give four more tables, after which I think the teacher will be able to make her own charts. But I beg of her further to classify the words of whatever Reader she uses in her school. In order not to sacrifice sense to sound the words are ar-

ranged somewhat at random so far as phonetic power is concerned in almost every Reader I have examined. I do not complain of this because the first essential in reading matter is that it be interesting. I must put in by way of parenthesis, however, that things are interesting to the child that are no longer so to us. Because we have tired of "the cat" is no reason for the child's having become weary of it. The storekeeper who told the mother doing her Christmas shopping when she complained of the lack of variety year after year in toys, "Madam, the babies are new every year," spoke a truth that the best teachers need to take to heart. But, alas! some teachers never welcome the new babies!

Put all the brightness possible into the presenting of each new lesson, but do not neglect the systematic drills in these tables. A skilled musician is always brought up on scales.

FOURTH TABLE.

gō	māy	wē	pēep
nō	pāy	mē	stēep
sō	lāy	bē	kēeps
Ne'rō	dāy	sēe	fēels
ōh	wāy	fēet	thrēe
blūe	plāy	mēet	trēe
sēa	grāy	swēet	sēen

FIFTH TABLE.

āte	bāke	spāde	lāne
gāte	māke	māde	fāçe
Kāte	rāke	shāde	plāçe
māte	sāke	sāfe	sāved
skāte	tāke	brāve	wāste
slāte	shāke		

SIXTH TABLE.

līne	bīte	hōpe	pōle
fine	kīte	rōpe	hōme
mīne	write	pōle	nōte
īçe	rīde	ōre	
mīçe	sīde	mōre	
nīçe	time	shōre	
	likes	stōne	

SEVENTH TABLE.

fārm	hārd	bārk	mār'ket
fār	lārge	dārk	gār'den
bārn	ārک	lārک	

In writing these tables on charts mark out just a sufficient number of silent letters to start the class in getting the proper sound of the word; the children will then see for themselves the effect of silent letters,—say the final "e" in the fifth and sixth tables.

To vary drills on sounds draw on the blackboard a box and place in it the following: b, c, d, f, g, h, j, k, l, m, n, p, qu, r, s, t, v, w, y, sh, ch, th, wh, th ch, g, ç. Be sure to write as capitals some letters that may begin names. Then write the final letters of different words from the charts on the blackboard and have the children select from the "work-box" the initial letter to make certain words that you dictate. To illustrate, suppose you

have written "āke," send some little one to the board, with the pointer, and have him select the sound that you would have to put before "ake," to make *cake, rake, take*, etc. Each time that he points to a letter have him give its sound. The rest of the class will decide on the correctness of his selection, and if he makes the right selection the teacher will fill out the word. Before the exercise is over have the children pronounce at sight all the words written. Such an exercise as this supplies a large amount of pleasant and profitable work for the little people.

Remember that in addition to these drills in phonics, each new lesson is to be presented to the class at the blackboard. Let us illustrate by Lesson XXIV. The teacher should write on the blackboard before school opens the words at the head of the lesson. One way of interesting the children in the lesson is to have them tell what they see in the picture belonging to it. Boys and girls will not see the same thing first, nor will Bob see what Tom sees nor Kate what is seen by Sue.

"The way of Tweedle-dum is not the way of Tweedle-dee."

"The way of Pilly-Winky's not the way of Winkie-Pop!"

Some one will see the little boy and then we shall point to his name "Rōb'ert"; some one, the little girl and we'll name her "Bess." The words "papa" and

"mamma" have been taught in Lesson XX, but as they are recognized in the picture we must see that their names are recognized in the list of words. The "tent," the "bed," the "cart" will be named from the picture, and these words should then be spelled by sound. "Where are papa, mamma, Bess, and Robert?" should be asked. When the answer "In the woods" comes, the word "woods" should be sounded by class and by individuals. "How do you suppose they all feel?" is probably the next question. When the word "happy" is given, it is taught. In a manner somewhat similar all the words of the lesson are brought out. The goat is named "Jip"; the bed is called "little"; and the tent is seen to be "big."

Before Lesson XXV is taken up, the words in Lesson XXIV should be worked up in a variety of ways in lessons at the blackboard. I am inclined to think a good many teachers err just here, in not giving sufficient review of old words in new combinations. I shall close with a few sentences that might be used for this purpose.

Jip has gone into the tent.

The tent is in the woods.

The little doll is in bed.

The bed is in the tent.

Bess will go into the tent.

She will see Robert there.

Papa and mamma will find Bess and Robert.

They will all be very happy then.

Jip will draw the cart.

Robert will make Jip run.

CURRENT HISTORY.

By F. B. Pearson.

The population of the United States according to official statements is 76,295,220 which is twice the population of France and 35,000,000 more than Great Britain and Ireland. The population at the beginning of the century was 5,308,483. The population of Ohio is 4,157,545. New York ranks highest and Nevada lowest, the former having 7,268,009 and the latter 42,334.

* * *

The experiences of President Kruger are an interesting study of diplomacy as relating to the European powers. That invisible, intangible thing known as the "balance of power" is ever hovering over the affairs of Europe, now as an evangel of peace, and now as an avenging Nemesis, and her influence must have been most evident to this "man without a country" ever since he first set foot upon European soil.

* * *

The "Sick Man of Europe" seems, after all, to have a fair degree of vitality for, thus far, he has evaded the payment, to our government, of indemnity for the Armenian outrages and thwarted the plan for establishing an American consulate at Harput by declining to

give the man selected for the place his exequatur. However, the presence of the Kentucky in his neighborhood with American guns on her decks and the American flag at her masthead may prove an effective motive for inciting the Sultan to action.

The bill which has been favorably reported to Congress by the Committee on Weights and Measures looking to the adoption of the Metric System as the standard in this country will revive discussion on a subject which has been debated pro and con ever since Congress adopted the decimal system of money in 1785. Scientific men are well-nigh a unit in favor of the metric system and have repeatedly called attention to its many advantages, but the probable effect of its adoption in unsettling the business interests of the country has deterred Congress from favoring a change. The metric system is now used by all the countries of Europe except Great Britain and by many of the republics of South and Central America.

The present bill provides for the adoption of the system on Jan. 1, 1903 thus allowing two years for the transition. The system is already used in this country by the United States Marine Hospital service, by the foreign department of the Postoffice, by the United States Coast and Geodetic Survey, and to some extent in the mint, in

the signal service, and the Census department.

Whether subscribing or not to the theory of expansion it is evident that our government is preparing to take rank as one of the naval powers of the world. Bids were recently opened for the construction of five battle-ships, and six armored cruisers whose tonnage will exceed the tonnage of the entire navy ten years ago. The cost will approximate \$50,000,000. The cruisers will be the West Virginia, the Nebraska, the California, the Maryland, the Colorado, and the South Dakota; and the battle-ships, the Pennsylvania, the Georgia, the Virginia, the New Jersey and the Rhode Island. The speed must be at least twenty-two knots.

The celebration of the centennial of the establishment of the seat of Federal government at Washington which took place in that city Dec. 12, was an event of great national importance and brought together a large number of our most noted officials and citizens of whom the President, of course, was the central figure. To the student of history the event was one of singular significance in that it afforded a favorable opportunity for a retrospective view of the century. No private car was placed at the disposal of the President and Mrs. Adams in which to make the journey from Philadelphia to the new

Capitol, but a carriage was their best means of travel. This is but a type of the conditions of that time, and there is small wonder, therefore, that the orators on the occasion of this recent celebration were overwhelmed with material in preparing their addresses for the occasion. We shall do well to read again the times and conditions of which this event was a fitting celebration.

* * *

The new battle-ship "Ohio" which is nearing completion will be launched at the yards of the Union Iron Works at San Francisco in May next. This same company built the good ship "Oregon" whose trip around South America in 1898 gave such intense anxiety to the American people.

* * *

By a vote of 7 to 6 the House committee on Census fixed the number of representatives at 357, which makes the rate of apportionment one member to every 208,868 inhabitants. By this arrangement there will be a loss of one member in the House and, in the electoral college in Indiana, Kansas, Kentucky, Maine, Michigan, Ohio, Nebraska, South Carolina, and Virginia; and a gain of one each in Illinois, Louisiana, Minnesota, New Jersey, New York and West Virginia.

If by traduction came thy mind,
Our wonder is the less to find
A soul so charming from a stock
so good. —Dryden.

POPULATION OF OHIO BY COUNTIES.

The following statistics taken from Census Bulletin, No. 20, will be of interest to the teachers and pupils of the different counties in the State. It will be noted that in some counties there has been a decrease in the population, while in the State as a whole, as well as in many of the counties, the increase is quite marked.

	1900	1890	Increase
OHIO ...	4,157,545	3,672,316	485,229
Adams	26,328	26,093	235
Allen	47,976	40,644	7,332
Ashland	21,184	22,223	¹ 1,039
Ashtabula	51,448	43,665	7,793
Athens	38,730	35,194	3,536
Auglaize	31,192	28,100	3,092
Belmont	60,875	57,413	3,462
Brown	28,237	29,899	¹ 1,662
Butler	56,870	48,597	8,273
Carroll	10,311	17,566	¹ 7,255
Champaign ..	26,642	26,980	¹ 338
Clark	58,939	52,277	6,662
Clermont	31,610	33,553	¹ 1,943
Clinton	24,202	24,240	¹ 38
Columbiana ..	68,590	59,029	9,561
Coshocton ...	29,337	26,703	2,634
Crawford	33,915	31,927	1,988
Cuyahoga	439,120	309,970	129,150
Darke	42,532	42,961	¹ 429
Defiance	26,387	25,769	618
Delaware	26,401	27,189	¹ 788
Erie	37,650	35,462	2,188
Fairfield	34,259	33,939	320
Mayette	21,725	22,309	¹ 584
Franklin	164,460	124,067	40,373
Fulton	22,801	22,023	778
Gallia	27,018	27,006	913
Geauga	14,744	13,439	1,255
Greene	31,643	29,820	1,793
Guernsey	34,425	28,645	5,780
Hamilton	409,479	374,573	34,906
Hancock	41,903	42,563	¹ 570
Hardin	31,187	28,939	2,248
Harrison	20,486	20,830	¹ 344
Henry	27,282	25,080	2,202
Highland	30,982	29,048	1,934
Hocking	24,398	22,658	1,740
Holmes	19,511	21,139	¹ 1,628
Huron	32,330	31,949	381
Jackson	34,248	28,408	5,840
Jefferson	44,357	39,415	4,942
Knox	27,768	27,600	168
Lake	21,680	18,235	3,445
Lawrence	39,534	39,556	¹ 22
Licking	47,070	43,279	3,791

	1900	1890	Increase
Logan	30,420	27,886	3,034
Lorain	54,857	40,296	14,562
Lucas	153,559	102,296	51,263
Madison	20,590	20,057	533
Mahoning	70,134	55,979	14,155
Marion	28,678	24,727	3,951
Medina	21,968	21,742	216
Meigs	28,620	29,813	1,193
Mercer	28,021	27,220	801
Miami	43,105	39,754	3,351
Monroe	27,031	25,175	1,856
Montgomery ..	130,146	100,852	29,294
Morgan	17,905	19,143	1,238
Morrow	17,379	18,120	1,241
Muskingum ..	53,185	51,210	1,975
Noble	19,466	20,753	1,287
Ottawa	22,213	21,974	239
Paulding	27,528	25,932	1,596
Perry	31,841	31,151	690
Pickaway	27,016	26,959	57
Pike	18,172	17,482	690
Portage	29,246	27,968	1,378
Preble	23,713	23,421	292
Putnam	32,525	30,188	2,337
Richland	44,289	38,072	6,217
Ross	40,940	39,454	1,486
Sandusky	34,311	30,617	3,694
Scioto	40,981	35,377	5,604
Seneca	41,163	40,869	294
Shelby	24,625	24,707	182
Stark	94,747	84,170	10,577
Summit	71,715	54,089	17,626
Trumbull	46,591	42,373	4,213
Tuscarawas ..	53,751	46,618	7,133
Union	22,342	22,860	518
Van Wert	30,394	29,671	723
Vinton	15,330	16,045	1,715
Warren	25,584	25,468	116
Washington ..	48,245	42,380	5,865
Wayne	37,870	39,005	1,135
Williams	24,952	24,897	56
Wood	51,555	44,392	7,163
Wyandot	21,125	21,722	597

¹ Decrease.

ARITHMETIC.

By Ed. M. Mills.

[For several months Prof. Mills will continue his solutions of problems contained in the Institute Syllabus on Arithmetic.]

At the suggestion of Mr. Mills, attention is called to the following:

1. In problem 35, page 610, of the December MONTHLY, it will be well to insert the phrase, "in mar-

ket" after the word less. The problem will then read — "Suppose 6% mining stock cost me 20% less in market than 5% canal stock etc."

2. The following solutions have been prepared in reply to special requests sent by readers of the MONTHLY to Mr. Mills. The problems are all found in the Syllabus, and have proved troublesome. We think the solutions will be plain to all.

I. A traveler on a train notices that $2\frac{1}{4}$ times the number of spaces between the telegraph poles that he passes in a minute is the rate of the train in miles per hour. How far apart are the poles?

SOLUTION.

Whatever be the number of spaces passed in one minute, $2\frac{1}{4}$ times that number will represent the rate in miles per hour.

Let 4 be the number of spaces passed in one minute; then, $2\frac{1}{4} \times 4 = 9$, hourly rate of the train in miles.

$60 \times 4 = 240$, number of spaces between poles passed in one hour.

$$\therefore 9 \times 5280$$

$$= 198, \text{ number of}$$

$$240$$

feet the poles are apart.

2. A crew can row up stream a certain distance in 64 minutes and back again in 60 minutes. Determine the distance, the rate of the stream being $\frac{1}{2}$ mile per hour.

SOLUTION.

The rates of rowing are inversely as the times.

∴ 64 units of speed = rate per hour down stream, and

60 units of speed = rate per hour up stream.

The difference between the hourly rates of rowing up stream and down stream is always *twice* the hourly rate of the current. Hence,

64 units of speed — 60 units of speed = 4 units of speed; and

4 units of speed = 1 mile;

1 unit of speed = $\frac{1}{4}$ mile, and

64 units of speed = 16 miles, hourly rate down stream.

Since the time of rowing down stream was 60 minutes, or 1 hour, it follows therefore, that the distance was just 16 miles.

3. A rectangular field contains 11,200 square rods, and its dimensions are as 4 to 7. Find length and breadth.

SOLUTION.

Draw a rectangle making the length 7 parts, and the breadth 4 parts. The figure may be divided readily into 28 equal squares.

Then $\frac{1}{28}$ of 11200 = 400 square rods, area of one of these small squares; and

$\sqrt{400} = 20$ rods, side of small square.

∴ $7 \times 20 = 140$, number of rods in length of field, and

$4 \times 20 = 80$, number of rods in its breadth.

4. A cellar is three times as long as it is deep and twice as wide as it is deep. The solid contents are 10,368 cubic feet. Find the dimensions of the cellar.

SOLUTION.

Draw a diagram, representing the length of the cellar by 3 parts, its width by 2 parts and its depth by 1 part. This figure representing the contents may be divided very readily into 6 small cubes whose total volume is equal to 10,368 cubic feet.

∴ $1-6$ of 10,368 = 1728 cubic feet, volume of one small cube.

Hence $\sqrt[3]{1728} = 12$ feet, edge of small cube.

∴ $3 \times 12 = 36$ feet, length,

$2 \times 12 = 24$ feet, breadth, and

$1 \times 12 = 12$ feet, depth.

5. The head of a fish is 20 inches long; the tail is as long as the head plus $\frac{1}{5}$ of the body and 10 inches, and the body is as long as the head and tail and 50 inches. How long is the fish?

SOLUTION.

Let 100% = length of body.

20 inches = length of head, and

20 inches + 20% + 10 inches =

20% + 30 inches, length of tail.

Then, 100% = 20 inches + 20%

+ 30 inches + 50 inches; whence

80% = 100 inches,

1% = 5-4 inches, and

100% = $100 \times 5-4 = 125$ inches, length of *body*.

20% + 30 inches = $25 + 30 = 55$ inches, length of *tail*.

∴ 20 inches + 55 inches + 125 inches = 200 inches or 16-2-3 feet, length of fish.

6. If a certain horse be saddled it will be worth 4 times as much as a certain colt; but if the colt be

saddled, it will be worth as much as the horse. Find the value of the horse and the saddle, if the colt is worth \$40.

SOLUTION.

(1) Value of horse + value of saddle = \$160.

(2) Value of horse = \$40 + value of saddle.

$\therefore 2 \times \text{value of horse} + \text{value of saddle} = \$200 + \text{value of saddle}$, by adding equations (1) and (2).

Therefore, $2 \times \text{value of horse} = \200 , from the third equation.

Hence, value of horse = \$100. And since the horse and saddle are together worth \$160, the value of the saddle is \$60.

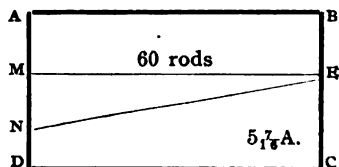
7. A rectangular field contains 15 acres and its length is to its breadth as 3 to 2. From the middle point of the end of the field a straight line is run to the opposite end cutting off 5 7-16 acres. How long is the line?

SOLUTION.

Represent the field by a rectangle whose length is 3 parts and breadth 2 parts. This rectangle may be divided easily into 6 squares whose combined area is 15 acres, or 2400 square rods. Then, $1-6$ of $2400 = 400$ square rods, area of one of these squares; and $\sqrt{400} = 20$ rods, side of square. Hence, $3 \times 20 = 60$ rods, length of field; and $2 \times 20 = 40$ rods, breadth of field.

Having thus determined the dimensions of the field, draw another rectangle whose length and breadth are respectively 60 and 40 rods, as

shown in diagram. From E, the



middle point of BC, draw the construction line E M parallel to A B. Then draw E N, so that the right triangle E M N will contain 2 1-16 acres, and it will be seen that the trapezoid E N D C *must* contain 5 7-16 acres, for the rectangle E M D C contains just $7\frac{1}{2}$ acres. Now, the double area of a right triangle divided by one of the sides about the right angle will give the remaining side about the right angle for a quotient. The double area of triangle E M N is 660 square rods, and the side M E = 60 rods;

$\therefore 660 \div 60 = 11$, length in rods of M N. Then by principles of the right triangle, the length of the required line E N, = $\sqrt{60^2 + 40^2} = 61$ rods.

ENGLISH GRAMMAR.

By A. F. Waters.

PARTICIPLES — PARTICIPIAL NOUNS
PARTICIPIAL ADJECTIVES.—(Continued.)

10. Words with the participial forms are frequently Class Nouns. Examples:

There is an oil *painting* on the wall.

We saw a beautiful *drawing* on the board.

Neither the *living* nor the dead have his respect.

We think of the *lost* and *loved*;
Preach to the *living*;
They are among the *forgotten*.

It is at once clear that the Participial forms here are not Participles or Participles with construction of Nouns, for they do not represent 'action or state of being,' — one of the essentials of every Participle; they are not Participial Nouns, for they represent Material objects. Nouns used as these are may be of any gender or number. The Participial Noun and the Participle used as a Noun are always Neuter gender, Singular number. In the last examples it is clear that "painting," "drawing," and "living" are Class Nouns because they represent material objects, but frequently when such forms represent abstract Ideas, it is difficult to say what their use is. From what has been shown it is conclusive that not every word that ends in "ing" is either a Participle or a Participial Noun.

11. It is necessary at this point to attempt to discriminate between Participial Nouns and Participles with the Construction of Nouns.

12. THE PARTICIPIAL NOUN AN ABSTRACT NOUN.

It will assist in discriminating between Participial Nouns and Participles to see where, in a classification of the Noun according to use, the Participial Noun belongs. The Participial Noun is Abstract; and the sources of most Abstract Nouns are the following:

Abstract Nouns from Adjectives;

as, goodness from good; honesty from honest; freedom from free.

Abstract Nouns from Nouns; as, lordship from lord; manhood from man; bondage from bond.

Abstract Nouns from Verbs; as, dictation from dictate; revision from revise; proof from prove; death from die; compliance from comply; feeling from feel; understanding from understand; spelling from spell; painting from paint.

The Abstract Noun is not restricted to names of quality considered apart from the object in which it is found, or to the attributes of objects, but includes general names not representing material objects. Under general names fall *music, grammar, mining, lumbering, reading*.

13. In a sense all Abstract Nouns, are general Names; that is, a particular name applied to a quality, attribute, or abstract conception that is general or universal in its nature. In being the names of a *particular quality*, etc., it resembles very much a Proper Noun which is the *name of a particular person or thing*.

14. It may be noticed that while most Abstract Nouns fall under three general heads as to derivation, each of these divisions is capable of further classification. Under the last head we have a long list of nouns derived from the verb regularly by adding "ing" to the present indicative. It is this class of nouns that is commonly called Par-

ticipial Nouns, or Verbal Nouns, and made co-ordinate with Collective, Abstract, and Class Nouns. If a special class called Participial Nouns is made for these Nouns in —ing from verbs, it is only one of the multitudinous divisions into which the sub-groups of the Abstract Noun are capable of being divided, for the Participial Noun does not essentially differ from other Abstract Nouns.

15. In addition to the general nature of the Abstract Noun already pointed out are these peculiarities:

1. The Abstract Noun can not be modified by an indefinite article, a or an, or its equivalent. Whenever it takes one it becomes a Class Noun — Examples:

He lived *a noble life*;
Not *a truth* has been given;
It was *a beautiful painting*.

2. Abstract Nouns are always singular. When pluralized they lose their abstract qualities and become Class Nouns. Examples:

Blessings availed nothing;
They endured many *hardships*;
These are plain *truths*;
His *feelings* were hurt.

3. Abstract Nouns may, or may not, admit the definite article "the." Examples:

The truth of it was evident;
The harshness of her father was more than she could bear;
They delight in *music*;
The wisdom of the measure is now seen;

The improvement of the class in reading has been phenomenal;

The *teaching* was bad.

4. Abstract Nouns need not be modified at all. Examples:

He escaped *conviction*;
Kindness wins friends;
He was given *permission*;
It is natural to cling to *life*;
Painting is a favorite study with her;

Hunting is much indulged in.
[To be continued.]

COUNTY EXAMINATION QUESTIONS.

[Each month examination questions from some county in the state will be published for the benefit of teachers who desire to know something of the character of the questions asked in the different counties or who desire to make use of such questions in their own study or teaching.]

Darke County—Examiners, J. C. Long, Versailles; J. L. Selby, Greenville; James A. Cottrell, North Star.

ARITHMETIC.

1. What must be paid for 6 bu., 2 pk. and 6 qt. of timothy seed at \$2.24 per bushel? 2. What is the cost of $2\frac{1}{2}$ reams of paper at the rate of 6 sheets for 5 cents? 3. A room is 50x60 feet.; what will it cost to floor it with 2 in. flooring at \$25. per M., allowing 1-5 for matching? 4. Pekin, China, is 116° , $27'$, $30''$ East Longitude, and Washington is 77° West longi-

tude; when it is noon on January 1, at Washington, what time is it at Pekin? 5. If 52 men can dig a trench 355 ft. long, 60 ft. wide and 8 ft. deep, in 15 days, how long will a trench be that is 45 ft. wide and 10 ft. deep, which 45 men can dig in 25 days? 6. At what per cent must I purchase 8 per cent stock in order to yield an income of 6 per cent? 7. How many barrels in a cistern that is 7 ft. 2 in. in diameter and 10 ft. deep. 8. A globe is 18 in. in diameter; how large a cube can be cut out of it? 9. After losing 3-4 of my money, I earned \$12, and then spent 2-3 of all I had, which left me \$36 less than I lost; How much had I before the loss? 10. For neatness of manuscript, 10%

GRAMMAR.

1. Name three ways of distinguishing the masculine and feminine genders and illustrate each. 2. The simple predicate, when a verb, may be modified by what? Illustrate. 3. Wherein are the following definitions faulty? Rewrite them correctly. (a) A surface is the top of anything. (b) A line is when you draw a mark from one place to another. (c) An axiom is something that you know already. (d) Swiftly, is running fast. (e) A bicycle is a two-wheeled vehicle. 4. What is the most important element of the English language? How do you count for the Latin element in the English language? 5. Correct the following

sentences if necessary, and give reasons for your corrections: (a) He is a very smart man. (b) She was a very illiteral woman and made many mistakes in the use of words. (c) His opponent stood at twenty paces from him with revolver drawn and loaded. (d) He thought they were we. (e) He saw the effect of them giving. (f) The news has arrived. (g) Albany is a town containing one thousand houses and ten thousand inhabitants, all standing with their gable ends to the street. (h) This work is more complete than I expected to find it. (i) He endorsed his name on the back of the check. (j) This was his favorite spot, and which he chose for his grave. 6. Name figure of speech found in each of the following sentences:

(a) The child is father of the man. (b) No doubt but ye are the people, and wisdom shall die with you. (c) All the perfumes of Arabia will not sweeten this little hand.

(d) Oh Death, where is thy sting?

Oh Grave, where is thy victory?

(e) A star was in her midnight hair.

(f) We, the editor, believe the Spaniards blew up the Maine. (g)

He ne'er came back again. (h) I

can't do that. (i) Th' applause of

list'ning senates to command. Is

it a figure of simile to say of a man

that he is as treacherous as a Span-

iard? Give reason for your an-

swer.

SPELLING.

1. Scene. 2. Officials. 3. Al-

lies. 4. Kentucky. 5. Partisan.
6. Conspiracy. 7. Philippines.
8. Cessation. 9. Until. 10.
Boers.

UNITED STATES HISTORY AND CIVIL GOVERNMENT.

1. Give the qualifications of President and Vice-President. Is a son born to an officer of the United States Army in the Philippines eligible to the presidency? Why? 2. Enumerate four compromises of the Constitutional Convention. 3. Name five men very instrumental in placing our government on a firm foundation. Specify the importance of each. 4. Give two quotations from Lincoln. 5. Why was England so desirous of capturing John Hancock and Samuel Adams at the beginning of the Revolution? 6. Who wrote the Declaration, Constitution, Ordinance of 1787? 7. Quote from each part of the sixth. 8. Give a brief description of one of the following subjects, making your language correct in every respect: Arnold's Treason; Siege of Yorktown; Settlement at Jamestown.

READING.

1. Name several methods of teaching beginners to read. Which do you use and why? 2. In the reading lesson what attention should be given to spelling, construction, punctuation, and figures?

3. What are some of the main requisites of good reading? 4. What do you consider the comparative importance of the subject?

GEOGRAPHY.

1. Give the latitude of the tropic of Capricorn and of the Arctic circle. 2. Name two peninsulas that form a part of Mexico; two that form a part of the U. S. 3. What and where are the following: Luzon, Quito, Odessa, Corea, Niger? 4. What are geysers? Locate three noted geyser regions. 5. How many states in the union? Name the territories. 6. Which is farther, 17 degrees east or 17 degrees south of Greenville? Give reasons for your answer. 7. What form of government predominates in America? Europe? 8. Define orbit, ecliptic, horizon, zenith, nadir.

PHYSIOLOGY.

1. What is the "white of the eye"? Pupil? Iris? Auditory canal? Eustachian tube? 2. Name organs of circulation; respiration. 3. Trace a mouthful of food to living tissue. 4. Define cutis, patella, tarsus, ulna, larynx, chyme, femur, clavicle, portal, hepatic. 5. How do bones grow? Locate the liver. 6. Give function of the following: periosteum, os calcis, pancreas, conjunctiva, thumb.

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EDUCATIONAL PRESS ASSOCIATION OF AMERICA.

PAPER.	POSTOFFICE.
American Journal of Education.....	St. Louis, Mo.
American School Board Journal.....
.....	Milwaukee Wis.
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Educational News.....	Newark, Del.
Florida School Exponent.....	Jacksonville, Fla.
Indiana School Journal.....	Indianapolis, Ind.

Interstate Review.....	Danville, Ill.
Kindergarten News.....	Springfield, Mass.
Michigan School Moderator.....	Lausling, Mich.
Midland Schools.....	Des Moines, Ia.
Missouri School Journal.....	Jefferson City, Mo.
Northwestern Journal of Education.....	.....
.....	Lincoln, Neb.
Ohio Educational Monthly.....	Columbus, Ohio.
Pennsylvania School Journal.....	Lancaster, Pa.
Popular Educator.....	Boston, Mass.
Primary Education.....	Boston, Mass.
School Bulletin.....	Syracuse, N. Y.
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School and Home Education.....	Bloomington, Ill.
School News and Practical Educator.....
.....	Taylorville, Ill.
Southern Educational Journal.....	Atlanta, Ga.
Southern Schools.....	Lexington, Ky.
Teachers' Institute.....	New York, N. Y.
Teachers' World.....	New York, N. Y.
Texas School Journal.....	Austin, Tex.
Western School Journal.....	Topeka, Kan.
Western Teacher.....	Milwaukee, Wis.
Wisconsin Journal of Education.....	Madison, Wis.

THE next State Examination will be held in Columbus, June 25-27, 1901. All communications regarding it should be addressed to W. H. Meck, Dayton, Ohio, clerk of the board.

HAPPY New Year.

THE MONTHLY is now on its fiftieth year, and, on account of the good treatment it has received from its friends, is in reasonably good health and spirits. We trust that the new dress in which it appears is in keeping with its age, and will be acceptable to all who are interested in its welfare.

NINETEEN hundred and one! The twentieth century! How strange these expressions sound; and now much of reflection over the past, and conjecture about the future they bring up in one's mind! To live in

such an age is a great blessing, and to be able to add even a little to the world's development, as every true teacher does, is well worth all the effort it costs. In all the progress of the past century, there has been no mightier factor than the free public school which is the hope of the future. Here is the one place in all the world where rich and poor have an equal chance; where wealth and aristocracy claim no special advantage, but where brain, character, and honest endeavor bring their own reward.

SECRETARY Shepard is to be congratulated upon the early issue of the bound volume of the Proceedings of the Charleston meeting of the N. E. A., including the papers and proceedings of the Meeting of the Department of Superintendence at Chicago, last February. The table of contents indicates that this volume is an unusually valuable one, and the Secretary calls special attention to the following:

The Small College: I, Its Work in the Past, by President Wm. O. Thompson (p. 61); II, Its Future, by President Wm. R. Harper (p. 67).

The Problem of the South, by Booker T. Washington (p. 114).

The Status of Education at the Close of the Century, by Dr. Nicholas Murray Butler, with discussion by President Eliot and Dr. Wm. T. Harris (p. 196).

Alcohol Physiology and Superintendence, by Dr. W. O. Atwater, with following discussion (p. 250).

Obligations and Opportunities of Scholarship in the South, by President Edwin A. Alderman.

Educational Progress During the Year, which was the last public address of the late Dr. B. A. Hinsdale (p. 312).

THE autobiography of Booker T. Washington running in THE OUTLOOK is worthy of careful reading by all who are interested in humanity, black or white. It is rich in humor, deep in pathos, charming in description, profound in common sense philosophy, cheerful in tone, and intensely interesting. It should inspire his race with courage, and bring to him the moral support of the whole country—north and south, in his great work of elevating the negro by means of education, industry, and economy. In the light of his struggles and successes, how pitiable and contemptible do the indifference, laziness and unnecessary failures of some of the more favored race appear. From many of the beautiful and forceful sentiments expressed by him, and worthy of a place in memory, we quote the following:

"Every persecuted individual and race should get much consolation out of the great human law, which is universal and eternal, that merit no matter under what skin found, is, in the long run, recognized and rewarded."

THE commencement season will soon be here, and unless system-

atic preparation is made in advance, there will come with it the usual hurry and worry in the preparation of essays and orations. There is no good reason why this condition of affairs should continue to exist at that season in so many schools to the great discomfort of both teachers and pupils. At least one short production, the best he is capable of, should be required of each pupil each term throughout his high school course. These should be carefully filed by the teacher in charge and from the whole number—eight to twelve in all, one should be selected, and if thought best, rewritten for the final effort. If this suggestion is carried into practice, greater care will be taken in the preparation of the essays and orations throughout the school course, and less worry will be manifested as commencement day approaches. The pupil who has done his best all through his course in the prescribed studies, usually has little to fear in the final examination, and with all the time and attention now given to the study of English and composition in all well organized high schools, there should certainly be less anxiety about graduation than in former years when the "commencement oration" was frequently the student's first effort—and in too many instances his last—in writing and speaking. Then, commencement day for the high school should be robbed of many of its terrors by making it an occasion in

keeping with the age and attainments of the pupils who are simply boys and girls, usually in their "teens," from whom neither exhaustive discussions nor profound utterances should be requested or expected. With productions which have resulted from the regular teaching and work of the school course, and simple exercises in keeping with the age and ability of the pupils, the high school commencement can always be made valuable and interesting, and there will be no necessity of displacing such exercises with the "commencement orator" who can fill the time, but never take the place of the boys and the girls who should be given prominence on such occasions as the best product of the public schools.

DR. B. A. HINSDALE.

The educational world has lost another great leader in the person of Dr. B. A. Hinsdale who died at Atlanta, November 30, 1900. He was born in Wadsworth, Ohio, March 31, 1837, and had won success in different positions and callings. He was educated for the ministry, and served the Disciple Church in that capacity until 1868 when he entered Hiram College as a professor under James A. Garfield whom he succeeded as president of that institution in 1870. After twelve years of faithful efficient service in that responsible position, he was elected superintend-

ent of the Cleveland public schools in 1882 which position he held for four years. In 1888, he was called to take charge of the Department of Education in the Michigan State University at Ann Arbor, where he closed his life work.

In addition to his work as a minister, teacher, professor, and superintendent, he was widely and favorably known on account of his books which are marked by sound scholarship, and clear expression. In 1880, he wrote the campaign text-book which had great influence in the election of Garfield to the presidency, and his devotion to his friend and teacher was one of the marked characteristics of his life. His works on history and pedagogy will still be read by thousands of teachers who will gain both information and inspiration from them.

His life was not long in years — less than sixty-four — but in work accomplished for education and in influence exerted for God and the right, it can not be measured.

PORTO RICO — LETTER FROM COMMISSIONER BRUMBAUGH.

We are quite sure that the following letter from Commissioner Brumbaugh who is well known to many of the MONTHLY FAMILY, will be read with interest and profit. The appeal at the close is a very touching one, and, no doubt, many who read it will want to respond to it in a practical manner. We have

replied to it, asking for definite directions as to the best means of sending such books, pictures, and other supplies as may be desirable, and hope to be able in the next issue of the MONTHLY to give such information as will enable our readers, many of them warm, personal friends of Dr. Brumbaugh, to send such supplies as they may have at their disposal, and thereby aid, even in a small way, in the great work which he is directing.

EXECUTIVE COUNCIL,
PORTO RICO.

Dec. 5, 1900.

DEAR FRIEND: — This is a great week for Porto Rico. On Monday the first Legislature ever organized in this Island met and quietly took up the duties of legislation. Yesterday, in joint session, the Governor delivered his first address to the Assembly and to-day the process of law-making under American conditions begins. As you may know, my commission as Commissioner of Education carries with it a seat in the Executive Council — the Senate of Porto Rico. This is written in the Senate while the clerk is reading the minutes in Spanish. All sorts of rumors and apprehensions fled when the majestic machinery of American Administration began its work. No delay, no discord, no annoyance attended the beginning of civil government on this beautiful island. For 400 years this people were under military rule. To-day they are FREE. This is auspicious and momentous.

Allow me now, a word on schools — 800 of which, with a Normal School, a High School in English, and about one hundred American

teachers I have set in process since October 1. Last year 616 schools were in operation. I am grateful for this gain and also for the fact that from Governor to peon I have met most cordial endorsement and sympathy—some discontented spirits have spoken and written — the schools go on just the same. I am glad to say that the people want schools. It is now proposed to borrow \$2,500,000 to erect school houses in Porto Rico. This sum will erect houses for 300,000 pupils — this is the number now awaiting schools. There are no school houses on the island. We rent houses and fit them up as well as we can and open school. I recently saw a school without one desk. The children carried boxes to sit upon. In many schools they sit upon the floor. This is due to the fact that a military order places the renting and furnishing of school-rooms with the local board or *junta*. This local *junta* has no money at its command. It is at the mercy of the *Alcalda*, or Mayor, and his council, and the *Alcalda* usually has other uses for the money he collects. The law also required this local *junta* to furnish supplies — pens, tablets, pencils, crayons, etc., for the schools. They never did it. The children were without supplies. I took the matter in hand and purchased and gave free all the supplies needed in all the schools. Thus it comes to pass that Porto Rico now has a 9 month school term, with free text-books and free supplies. I am also gradually putting good seats into rooms that are fit to receive them. San Juan recently put up above 700 good seats, American furniture, and 100 kindergarten chairs.

We have put up about one mile

of blackboard cloth — quite enough for an Institute Instructor to put his outlines upon!

Tell your boys and girls in Ohio that many children here sit on the floor in school because there are no desks or benches for them. I have seen little tots carry a cigar box to school to sit upon all day. In this way, slowly and yet surely, we will evolve a system here of great value to the army of children that now look up, out, and in only to realize that the light of thought has never yet fallen upon them. In this work of lifting their burden can't you send us pictures, school supplies, anything? Try.

Their friend and yours,

M. G. BRUMBAUGH.

**N. E. A.—DETROIT, JULY 9-12, 1901—
DEPARTMENT OF SUPERINTEND-
ENCE, CHICAGO, FEB. 26-28 1901.**

By a vote of a majority of one which was afterward made unanimous, the executive committee of the N. E. A. has decided to hold the meeting for 1901 at Detroit, July 9 to 12 inclusive, with a meeting of the Council, July 8.

It is needless to state that this decision is a disappointment to many Ohio teachers, especially in Cincinnati and adjoining territory, who had worked long and hard to secure the meeting for the "Queen City," and to the writer who, as a member of the executive committee, did all in his power to aid in the effort to bring the first meeting of the century to the Buckeye State. This disappointment, however, is not of the kind that sulks over defeat, and we feel sure that

Cincinnati and Ohio in general will stand loyally by the meeting, and send a large delegation to Detroit. Twice within the past ten years Ohio has been the banner state in attendance, and with the meeting so near at hand, she should again stand at the front.

Detroit won largely because of her location on the lakes, and the cheap rates to the many interesting points with which she is in direct communication both by rail and boat. A round trip rate of \$4.00 by boat from Detroit to Mackinac has already been secured; the same rate from Detroit to Buffalo. With the usual rate of one fare for the round trip plus \$2.00 membership, and tickets good to Sept. 1, all of which has been granted, an excellent opportunity will be furnished to Ohio teachers to attend the great meeting, take a vacation on the lakes, and visit the exposition at Buffalo.

We congratulate Detroit on her victory, pledge President Green the loyal support of Ohio, and wish for him a most successful meeting.

DEPARTMENT OF SUPERINTENDENCE.

This Department will meet in University Hall, Fine Arts Building, Chicago, February 26 to 28, 1901. The Department Headquarters will be the Auditorium Hotel from the parlors of which the place of meeting can be entered. President Harvey has an excellent program almost completed. The following persons

have already accepted invitations to address the meeting upon topics of vital interest to superintendents: E. G. Cooley, Chicago; Howard J. Rogers, Director, Paris Exposition; J. M. Greenwood, Kansas City; Arthur T. Hadley, Yale University; A. G. Lane, Chicago; R. G. Boone, Cincinnati; John Dewey, Chicago University, and L. B. Briggs, Harvard University. Round Tables will be held by city superintendents of both large and small cities; State and County Superintendents, and the National Herbart Society.

The regular one and one-third fare rate on the certificate plan has been secured, and all indications point to an unusually large attendance.

"THINKING AND LEARNING TO THINK."

In explaining to a college professor how his ability to use the English language was acquired, Abraham Lincoln stated that the one thing that made him *angry* as a boy was to have some one talk in his hearing, using language which he could not understand. This statement was followed by an explanation of how he had frequently gone to his room after such an experience, and walked up and down, trying to think out for himself what was meant, and that when he felt that he had "caught the idea," he "bounded it north, south, east, and west" until he was sure he had it clothed in language that the other

boys could understand. Had "Little Abe" lived in these latter days, and been compelled to listen to many of the lectures (?) on Pedagogy with which some of us have been tortured, or, still worse, have tried to read some of the volumes on the "New Education," we are inclined to think he would have been "angry" the greater portion of the time.

At any rate it must be admitted that many of those who aspire to write on educational topics have either not "caught an idea," or, if so, have failed "to bound" it so as to make it mean anything to others. It is a genuine pleasure, therefore, to be able to turn aside from much of the meaningless nothingness which is running from the pens of so many of the faddists and extremists of today, whose only ability is that of covering up their entire lack of ideas with words of great length and thundering sound, to a real message of helpfulness and suggestiveness from a writer who has something to say, and says it in language that a teacher, though a practical, sensible man—or woman, can understand. Such a message is found in Volume I of Lippincott's Educational Series, under the title of "Thinking and Learning to Think" by Hon. Nathan C. Schaeffer, State Superintendent of Public Instruction for the State of Pennsylvania.

The series is edited by Hon.

Martin G. Brumbaugh, Professor of Pedagogy, University of Pennsylvania, and Commissioner of Education for Porto Rico, whose editorial preface is, in itself, a valuable contribution to educational literature. We quote from the closing paragraph of this preface a few sentences indicative of the character of Dr. Schaeffer's discussion of this very important subject:

"The temper of the discussion is moderate and constructive. There will be found here no wild excess, no straining after fanciful effect, no advocacy of sensational and ephemeral methods; nor is there a trace of pessimistic and destructive criticism of the earnest teachers who are conscious of limitations, and are reaching hopefully for help. On the contrary, the discussion is full of real sympathy, founded upon personal experience with teaching in all its phases, and abounds in stimulating suggestion."

It is impossible in a short article to give even an outline of this excellent volume of 350 pages which we have read with genuine pleasure and profit. The author treats of thinking in all its phases, and as related to knowing, feeling, willing, doing, the arts, and the higher life in a scholarly, and, therefore, a plain, straightforward manner which must prove helpful to all who read. He has "caught an idea"—many of them—and has expressed what he knows and feels in language that means something to those who will both "Think and Learn to Think" as they follow him in his thought.

NEXT MEETING OF O. S. T. A. — PUT-IN BAY, JUNE, 1902.

The executive committee of the Ohio State Teachers' Association, met at Columbus, Dec. 27, 1900, with all members present, and decided after a full discussion, not to hold any meeting in 1901 on account of the N. E. A. meeting at Detroit, but to meet at Put-in-bay in June 1902 as usual. While this final decision may be a disappointment to some, we feel sure that, had all who may be disappointed or dissatisfied been present, and heard the discussion, but little objection would exist.

In order to enable Commissioner Bonebrake to carry out the instructions of the last association relative to appointment of committees on preparation of Institute Syllabi, and to provide for the payment of necessary expenses connected therewith, the secretary of the executive committee was directed to communicate with the members of the association soliciting payment of the membership fee for the present year. With this action the editor is in most hearty accord, and we sincerely hope that a prompt response will be made to this request on the part of all who are interested in the welfare of the association, and the important work of preparing the Institute Syllabi which was begun several years since, and which is of so much practical help to the rank and file of the teachers of the State.

The way is now open for a strong, united effort in the interests of the Detroit meeting, and we predict that Ohio will be more largely represented than ever before at the N. E. A. Supt. N. H. Chaney, State Director, Chillicothe, Ohio, is already at work organizing the State, and should have the hearty cooperation of all the superintendents and teachers. Now for a long pull, a strong pull, and a pull altogether for Detroit in 1901, and then after resting a year, another united effort for the largest and best educational meeting ever held in Ohio, at Put-in-Bay in 1902.

STATE EXAMINATION.

The last State Examination was held at Columbus, Dec. 26-28, 1900. Sixty-eight applicants presented themselves for examination of which number, twenty-four passed—six for high school, seventeen for common school, and one special in music and drawing.

The board organized by electing M. E. Hard, Sidney, president; W. H. Meck, Dayton, clerk, and W. H. Mitchell, New London, Treasurer. The next examination will be held in Columbus, June 25-27, 1901.

The following are the names of the successful applicants:

Common school: J. D. Beard, Dayton; Wm. N. Beetham, Freeport; William Buck, Eaton; G. G. Cole, Holmesville; O. J. Dodge, New California; E. W. Hamblin, Welshfield; Ashley Huffman,

North Fairfield; M. E. Klingler, Latty; H. S. Latham, Washington C. H.; E. G. Pumphrey, Dayton; E. P. Tice, Leesburg; A. H. Vernon, Wellston; Miss M. Olelia Drake, Columbus; Miss Mary L. Jefferson, Norwalk; Miss Lillian E. Kurtz, Painesville; Miss Mayme Nelson, Lockland; Miss Mame Warren, Carthage.

High School: A. C. Bagnall, Chicago; J. W. Guthrie, Alliance; J. H. Rowland, Delaware; Richard G. Boone, Cincinnati; W. W. Chalmers, Toledo; W. N. Hailman, Dayton.

Special in music and Drawing: T. W. Birmingham, Mt. Sterling.

EDUCATIONAL NEWS.

—We regret very much that lack of space made it impossible to publish, in December, two very interesting reports of two large meetings held in November at Blanchester and Portsmouth. The first is composed of the counties of Clinton, Highland, Fayette, and Ross, and the last of Adams, Pike, and Scioto. Interesting addresses were made, at the former, by A. L. Ellis, H. E. Conard, Jesse McCone, and Thomas Newlin; and at the latter by Rev. McCord, S. K. Smith, S. P. Humphrey, Miss Annetta Wilson, Miss Bertha Treuthart, Thomas Bratten, and Prof. Knight of O. S. U. Supt. N. H. Chaney, of Chillicothe, delighted both audiences with his excellent lecture on the "Ultimate Value of Purity."

—The thirty-fifth semi-annual meeting of the Western Ohio School Superintendents' Round Table met at Dayton, November 29 and 30. The meeting was presided over by President W. S. Cadman with T. A. Edwards, Secretary, and R. W. Himes and F. G. Cromer on Executive Committee. Eighty-eight subjects appeared on the program, more than half of which were discussed. The meeting was an unusually large one and of unusual interest. At the meeting last March a committee composed of Supts. Stokes, Simkins, Cox, Bennett and Hailmann was appointed to make a course of study. A report of this committee was read at this meeting by Supt. Hailmann. Copies of the report were ordered printed and sent to the members and the report in detail will be considered at the next meeting.

Eighty-eight superintendents enrolled and many others attended the meeting. Officers for the next meeting are President, Supt. R. W. Himes, Secretary, Supt. J. W. Swartz, Executive Committee, Supt. F. G. Cromer and Supt. P. C. Zemer.

—The new East High School just opened in Cleveland cost \$180,000, contains fifty rooms lighted, heated, and ventilated in the most approved manner, has the best of laboratories, runs an elevator—said to be the only public school elevator in the entire city—and best of all has at its head, as prin-

cial, B. U. Rannells, one of the best equipped school masters in this or any other State.

— The Ashtabula County Teachers' Association held a profitable meeting at Ashtabula, Saturday, December 1. There were no prepared papers; but lively round table discussions proved of great value to all. At the evening session Dr. G. Stanley Hall of Clark University addressed a large audience on the subject of "Adolescence."

— The Dalton schools show the results of the good work of Supt. T. W. Kimber for the past six years in a greatly increased attendance and interest, especially in the high school which now numbers more than ever before.

— Rand, McNally & Co. of Chicago are publishing a series of maps very helpful to teachers and pupils. The recent issues are "The British Isles," and "The German Empire." These maps are up to date, and show both the political and physical features.

— The first Teachers' Quarterly for the year in Wyandot county was held in November. At the forenoon session, several "Round Table Topics" were discussed in an informal manner to the great interest and profit of the teachers. In the afternoon, addresses were made by Supts. I. C. Guinther of Galion, and T. W. Shimp of Upper Sandusky.

— Supt. N. D. O. Wilson of Car-

dington has succeeded in organizing the schools of Cardington township, and now has general supervision of them also.

— M. L. Maier, formerly superintendent of schools at Bradford, Ohio, and more recently professor of psychology and literature in Kee Marr College, Hagerstown, Md., is now president of that institution.

— Music is now a part of the course of study in the schools of Coventry and Franklin townships, Summit county, and, under the charge of C. H. Swigart, this branch is made very interesting and profitable.

— Supt. S. K. Mardis, of Urichsville, and all his teachers, pupils, and patrons are happy in the occupancy of their new high school building which was appropriately dedicated December 8. The address was delivered by President W. O. Thompson, O. S. U.

— Supt. F. B. Weaver, of Prospect, is serving his ninth year. The schools are in excellent condition, the senior class in the high school numbering nineteen.

— Arthur C. Baird, a former Butler county teacher, is now the assistant principal of the high school at Irwin, Pa.

— The last session of the Mt. Union College Summer School was very successful. The enrollment was 206, representing seven different states.

—Some time since, Olney Johnson sued the Champaign County Board of School Examiners for damages to the amount of \$1,000 for revoking his certificate. The case recently came up for trial before Judge Heiserman of the Court of Common Pleas. The attorneys for Johnson attempted to prove that he was a successful teacher of several years' experience, and that the action of the Board in revoking his certificate was without cause. Judge Heiserman held that a Board of Examiners were given, under the law, peculiar powers, and that the previous success or failure of Johnson as a teacher had nothing to do with the case, and then instructed the jury to retire and bring in a verdict for the defendants—the Board of Examiners. Comment upon this important case, of much interest to all examiners, is not necessary.

—Supt. A. C. Alleshouse, of Belle Center, has sent out an appeal to the teachers of Logan county in behalf of the O. T. R. C., which must result in great good to all concerned.

—The thirty-first annual session of the Eastern Ohio Teachers' Association was held at Coshocton November 30 and December 1. The attendance was large and the meeting one of the most successful in the history of the association.

The weather was fine, the teachers were enthusiastic, and every one on the program responded.

The address of welcome by Professor L. E. Baughman of the Coshocton high school, abounded in historical references and made the teachers feel quite at home in the growing city located at the "Forks of the Muskingum." The response by Supt. Hartup, of Senecaville, was all that could be desired, while the "Inaugural" by Superintendent Mertz of Steubenville was the keynote for enthusiasm.

"Reading in the Primary Grades" by Miss Edna Lappin, of New Philadelphia, was well handled and abounded in valuable suggestions upon this most important subject. The discussion of Miss Lappin's paper by Miss Lillie Feris of Marietta was a fitting sequence and Miss Feris's many friends felt that further discussion was unnecessary.

"The Advantages and Disadvantages of Semi-annual Promotions" was so ably handled by Superintendent Lash of Zanesville that some of his old friends regarded it as the crowning effort of that gentleman among his many talks before the Association. Mr. Lash spoke without manuscript and proved himself to be a master of rhetoric and a fine platform speaker.

The paper on "English in the High School" by Professor J. M. Sarver, of the Canton High School, was most complete and any one seeking information on that most important high school subject found just what he wanted in this

paper. Professor Wayne Swartz, of the Coshocton High School, opened the discussion and was greeted with applause at the close of an interesting talk.

Supt. Hobson, of Dennison, discussed "The teaching of the New Geographies" in a most entertaining manner, followed by Supt. Layton, of Barnesville.

"Relation of High Schools and Colleges" was presented by President Johnson of Muskingum College in a most interesting manner and the discussion by President Compher, of West La Fayette College, and Superintendent Mardis, of Urichsville, brought out many points in this practical subject.

The annual address by Superintendent Boone, of Cincinnati, on "The Civic Relations of the Child" was listened to by a very large audience and was highly appreciated. The address was characterized by clear, concise argument; every phase of the matter was treated so carefully that all who listened were instructed as well as entertained.

The "reception" following the annual address on Friday evening was a pleasing feature of the meeting.

The following officers were elected for next year: President, H. V. Merrick, Lancaster; Secretary, Kate Simmons, Cadiz; Treasurer, Professor Plummer, Marietta. Executive Committee, W. H. Maurer, Steubenville; C. E. Oliver, East Palestine; W. D. Lash,

Zanesville. Excellent music was furnished by Professor E. O. Evans and his pupils of the Coshocton schools.

The next meeting will be held in Zanesville.

—Supt. S. Wilkin, of Union City, Indiana (Ohio Side), has been meeting with very gratifying success in delivering his lecture on "Wireless Telegraphy," and "X-rays." He has a full set of apparatus to illustrate his lecture, and is available for institutes and regular lecture courses.

—The second bi-monthly meeting in Greene County was held at Xenia, Dec. 8, 1900.

Supt. C. W. McClure of Oxford, O., spoke on "The Correlation of Geography and History:" History is the story of man's struggles for those institutions which have contributed so much to his development. We are most interested in those studies that contribute most to man's development. We should be interested in anything that brings us more in touch with the Infinite; in whatever makes us more at one with ourselves. The development of the Jewish religion took much of its character on account of their geographical location.

Supt. M. E. Hard, of Sidney, was on hand with his "mush-rooms" or "toad-stools" and, to the delight of the entire audience, illustrated his lecture from two large charts.

Rev. J. G. Vaughan described a journey from Boston to the Madeiras, past the northern African coast touching Spain at Tariffa; the Strait of Gibraltar; the rocky coast of Corsica; Malta, a veritable garden spot; Alexandria, the city so full of historical reminiscences; Delta of the Nile; the little village of Rosetta, famous for the Rosetta Stone; Temples and Tombs of the Kings to Jerusalem. His talk was highly instructive.

Prof. W. H. Siebert, of the Ohio State University, talked about "The Underground Railroad." This underground railroad was introduced into this country before there was such a thing known as a railroad. These lines, beginning at the Ohio River, were the spontaneous creations of those people that believed the black man was as much entitled to freedom as the white man. There were fourteen lines which aided many thousands of slaves to escape to the North and to Canada. Most of these lines passed through Ohio and Indiana. Wherever you found Wesleyan Methodists or Quakers, you found these roads.

—The schools of Belle Center gave a Musicales, Dec. 12, which was greatly enjoyed and appreciated by all.

—The Seventeenth Annual Session of Ohio State Association of School Examiners held its meetings at Rich Street school house on Dec. 27, and 28.

Pres. S. A. Stilwell of Waynes-

ville was present and in the chair during the entire meeting. The regular Secretary, H. H. Phelps of Lexington being absent, Supt. E. M. Craig of Sabina was made Secretary pro tem.

The day sessions on Thursday were devoted to discussing the many perplexing questions constantly before County Examiners. The afternoon session was a large and enthusiastic one. Com. Bonebrake and O. T. Corson were present and took part in the discussions.

The evening session was devoted entirely to the O. T. R. C. work—How to make it a greater force in the educational work of Ohio. This session was a very interesting and helpful one and surely every examiner present carried back to his county a new supply of enthusiasm along this line of work. Secretary J. J. Burns was present and in an informal way gave many valuable hints on the reading circle work.

Friday morning's session was devoted largely to a discussion of "Are not too many works on psychology required to be read?" The consensus of opinion on this question seemed to be in the affirmative.

Prof. Frank V. Irish spoke for a few minutes on the Anti-Cigarette league and urged the examiners to assist the State and National leagues in opposing this growing curse.

The committee on Nominations reported the following names for the new organization: President, Horace A. Stokes, Delaware; Vice President L. L. Pegg, Columbus, Secretary, C. L. Martzloff, New Lexington; Executive committee, Edwin M. Craig, Chairman, Sabina; M. L. Smith, Lancaster, Orrin J. Corry, Tiffin.

After the report of the committee on resolutions which follows, the Association adjourned until December 1901.

Your committee on resolutions begs leave to submit the following,

Since it is the purpose of this organization by personal contact and by exchange of ideas on the part of the examiners from the various counties of the state to bring about a more nearly uniform standard of examinations and a higher professional spirit, Be it resolved that we the members of this Association do all in our power to bring about these results.

Resolved, That the chair appoint a committee of three to consider amendments to present law and report in Dec. 1901.

Resolved: That this Association urge the examiners in the various counties to take a more active interest in the O. T. R. C.

Be it further Resolved, that this Association is indebted to the Executive Committee for the excellent program arranged by them and also to Pres. S. A. Stilwell for the expeditious and satisfactory man-

ner in which he has conducted the sessions of this meeting.

— The State Association of Township Superintendents met in room 433 of the Great Southern Hotel, Wednesday morning, Dec. 26, 1900, with J. Reuben Beachler of Brookville, in the chair.

At the first session, the attendance was small but the last three sessions were largely attended. Great interest was manifested.

Commissioner Bonebrake consumed much time of the first session, speaking chiefly of "State Aid to Weak High Schools" and "State Gradation of High Schools," favoring inspection; gradation—three classes—first or a four years' course, second or a three years' course, third or two years' course. No fewer than two years in any high school; and state aid for high schools.

Sentiment prevailed that the High School should not attempt to prepare pupils for the O. S. U. but that the work which was undertaken should be well done.

County Supervision was opposed.

Ex-commissioner Corson expressed the opinion of those present when he said, "I favor centralization of Township schools where conditions permit." He said "We must first get hold of the people and make them hungry for better things;" the factors which should bear on "How Grade Teachers' Wages According to Ability, Experience, etc.?" are scholarship,

term of service and the recommendation of the Superintendent. Confidential relations between Board of Education and Superintendent should exist for the betterment of the schools. Sentiment favored fewer grades well taught in our High Schools; the upholding of the Boxwell Law; that physical exercise is not necessary in township schools; that the moral effect of absence should be clearly shown to prevent tardiness; a lack of educational sentiment may cause tardiness; that townships should have uniform daily programs; that history stories, books of travel, etc., should be read by pupils previous to solid history and geography work; that spelling and writing have, to a great extent, been neglected; that muscular movement and semi-vertical writing should prevail; that spelling should be observed in all grades.

Committee on Resolutions reported as follows:

Whereas, The State Association of Township Superintendents of Ohio has considered a few of the greatest needs of the rural schools and Township High Schools, and the necessity for creating public sentiment in favor of making such changes in the management of Rural Schools as will bring about the best quality of work from both teacher and pupil; therefore be it

Resolved: 1. That it is the sense of this Association that no school which does not have two years of

work beyond the requirements for Boxwell graduation should be called a High School.

2. That this Association recommend the classification of township high schools into first, second and third class.

3. That we encourage the giving of state aid to Township High Schools and that such aid be determined by the class to which the school belongs.

4. That we favor the law concerning transportation of pupils and encourage centralization where conditions render it practicable.

5. That we believe the Superintendent should be an advisory member of the committee on teachers and text books.

C. E. THOMAS,

A. B. GRAHAM.

Resolutions were adopted.

The report of the Nominating committee, which was adopted, was as follows:

President, A. B. Graham, Springfield; Vice President, C. E. Thomas, Mendon; Secretary and Treasurer, D. H. Barnes, Osborn; Executive Committee, J. J. Houser, Castalia, H. C. Sherman, Center Village, S. W. Allen, Lowellville.

—The annual meeting of the Northwestern Ohio Teachers' Association was held in Mansfield on Nov. 30, and Dec. 1. The attendance was excellent and each person asked to take part in the program did so save Supt. Smith of Ottawa, who arrived too late for his address,

because of a train that failed to make a connection.

The President of the Association Supt. H. B. Williams of Sandusky, performed his duties in a most satisfactory manner, carrying the programme through on schedule time and keeping every one in excellent spirit. Mr. Williams's inaugural address was on "Text-Books. Their Use and Abuse."

The speakers of the opening session were: A. W. Stewart of Toledo, who addressed the meeting on "Some Ends to be Arrived at in Teaching Mathematics." Miss Reid of Bucyrus, on "Literature in the Grammar Grades" and the following well known school men on the general subject "Are High School Pupils Overworked?"—J. A. Culler of Kenton; W. S. Lynch, Shelby; C. C. Miller, Lima; W. S. Robinson, Fostoria; C. A. Krout, Tiffin; D. C. Meck, Mansfield; Arthur Powell, Marion; and J. W. Zeller, Findlay. The discussion on this subject was spirited and the sentiment prevailed that the present high school course does not make undue demands on the strength of the average pupil.

The annual address was delivered by Dr. John M. Coulter of Chicago University on "Some Problems in Education." It was a clear and forcible statement of some of the shortcomings of our present system.

The session of Saturday morning was interesting. Dr. Mary Law of

Toledo spoke enthusiastically on "The Mission of the Kindergarten in Public Schools." Miss Sarah Smith of Medina read a most helpful paper on "Arithmetic in the Lowest Grades," followed by a discussion of the same subject by Supt. E. P. Dean of Ashland. An instructive paper on "Modern Training for the Primary Teacher" was read by Miss English of Lima, and Principal T. W. Bookmyer of the Sandusky Business College spoke on "The Relation of the Commercial School to the Public Schools." One of the most entertaining addresses of the entire meeting was that given by Miss Bertha Ruess of Mansfield on "The Culture Value of German." The concluding address was that of A. J. Gantvoort of Cincinnati on "The Influence of Music on National Life" who fully sustained his reputation among Ohio teachers.

Of the newly elected officers, Supt. E. D. Lyon of Mansfield is the President; and the members of the Executive committee are Supt. W. W. Chalmers of Toledo, Miss Ruth English of Lima, and Supt. J. W. Zeller of Findlay.

—First Excursion of the Century. The honor of running the first excursion of the twentieth century, belongs to the Lackawanna railroad.

On January 1st at 1.35 a. m., the first train will leave Binghamton for the Pan-American city (Buffalo) and Niagara Falls. Buffalo will

celebrate the dawn of the new century on a grand scale. It is a moment that comes but once in a life time. There will be parades, fetes, fireworks and extra matinees at all theaters. Tickets are only about three-quarters the one way fare for the round trip, and are good for two days.

Begin the new century right at Buffalo. Your choice of two vested express trains. Ask the agents in regard to rates and time of trains. Remember the Lackawanna twentieth century popular excursion goes Jan. 1, 1901. For additional details write Fred P. Fox, D. P. A., Buffalo, N. Y.

—The second session of the Putnam County Teachers' Association was held at Ottawa, Dec. 8,

The first paper of the morning session was "Reading Matter for Teachers and pupils," by Maggie Morris. After a discussion of this paper, the remainder of the forenoon session was given to Round Table talks.

The leading address of the afternoon session was given by Prof. E. W. Wilkinson of Cincinnati, on the subject "Yesterday, To-day, and Tomorrow in Education."

He said that education is a necessity, while schools, though great institutions, are not a necessity to the race. The race would ultimately reach the same degree of civilization without schools; but the value of schools is that they give the

individual an opportunity to cultivate himself more in a life time, than the race could in a thousand years, if left alone. Therefore schools hasten civilization and haste or healthy unrest is civilization. Yesterday—The idea of the need of education was prevalent but the time was spent altogether in cramming the child with facts, and the child himself not studied sufficiently.

To-day he is studied and we must teach him the things he is to learn at the proper time and in the proper way.

Culture is the prime object of education.

BOOKS AND MAGAZINES.

Ginn and Company, Boston.

"The Story of American History for Elementary Schools" by Albert F. Blaisdell, author of "First Steps with American and British Authors," "Stories from English History" etc. Mailing price 75cts.

"The Thought-Reader—Book I. by Maud Summers, Principal Goethe School, Chicago. Mailing price 35 cts.

"An Alternate Fourth Reader," Stickney. Mailing price 60 cts.

"Folklore Stories and Proverbs" gathered and paraphrased for little children by Sara E. Wiltsie, illustrated by Edith Brown.

One of the most attractive books for young children published. The printed matter will delight the

mind of the child while the illustrations will charm the eye.

The retail price is 60 cts.

"The School Speaker and Reader" by William DeWitt Hyde, President of Bowdoin College. Mailing price 90 cts.

D. C. Heath & Co. Boston. "America's Story for America's Children." Mara L. Pratt. Book II. "Exploration and Discovery."

A number of illustrations add interest to the book.

—"Studies in Plant Life, A Laboratory Guide" by Herman S. Pepom, Walter R. Mitchell, and Fred B. Maxwell.

—"New Practical Speller" by James H. Penniman author of Common Words Difficult to Spell etc.

Houghton, Mifflin & Co., Boston. Riverside Biographical Series.

"Benjamin Franklin" by Paul Elmer More.

"Andrew Jackson" by William Garrott Brown.

"James B. Eads" by Louis How.

These books will be issued monthly. Those in preparation are "William Penn, General Grant, and Lewis and Clark.

Charles Scribner's Sons, New York. "Plane and Solid Analytic Geometry." An Elementary Textbook by Charles H. Ashton, A. M. Instructor in Mathematics in Harvard University.

Price \$1.25 net.

Silver, Burdett & Co., New York. "Systematic Methodology." By Andrew Thomas Smith, Principal of State Normal, Mansfield, Pa. A very suggestive and helpful volume for teachers of all grades. It discusses in a clear and comprehensive manner the Nature and Development of the Mental Faculties, "General Philosophy of Method," and "Applied Methodology."

"Springtime Flowers". Easy Lessons in Botany. By Mae Ruth Norcross. With illustrations. 91 pages. Introductory price, 36 cts.

"Springtime Flowers" is the story of three children on a vacation in the country where they have a delightful time finding flowers and learning about them. The book is accurate and full of information told in an attractive way.

—"Outlines in Nature Study and History" by Annie Gilbert Engell, Supervising Principal of the George B. McClellan Combined Primary School, Philadelphia.

—"The New Complete Arithmetic" by David M. Sensenig, M. S. and Robert F. Anderson, A. M. Instructor in Mathematics, State Normal School, West Chester, Pa.

Deutsches Lese- und Sprachbuch, Erste Stufe," and "Deutsches Lese- und Sprachbuch, Zweite Stufe" von Wilhelm Müller, Late Principal, Fifteenth District School, Cincinnati, Ohio.

—"The Beacon Song Collection," for schools, colleges, and

Choral Societies, by Herbert Griggs, Supervisor of Music, Public school, Denver, Colorado.

"An Elementary Experimental Chemistry" by John Bernard Ekeley, A. M. Science Master at St. Paul's School, Garden City.

Werner School Book Co., Chicago, Ill. "First Reader" by Frances Lillian Taylor, author of "The Werner Primer."

The book is beautifully designed and executed, reduces the use of mechanical devices to a minimum, and provides good literature which comes within the child's comprehension.

The most important group of papers which the "Atlantic Monthly" will offer to its readers during 1901 is a series of scholarly, unpartisan studies of the Reconstruction Period. The various authors represent both the South and the North, and many shades of political opinion. Some of them were prominent actors in the Reconstruction drama; others are known throughout the country for their special studies upon this period of American history; but all of them, however, naturally inclined to the Northern or the Southern point of view, have written with candor and good temper.

The December number of "Current History" has an unusual abundance of timely articles of in-

terest, among them reviews of the most recent developments in China, South Africa, Europe, and the new American possessions. As a systematic summary of contemporary history, no one who attempts to keep in touch with the news of the world should be without this convenient record of all that is worthy of permanent preservation. Price 15 cents a month. \$1.50 a year. Three months' trial subscription 25 cents. Boston, Mass.: Current History Co.

The leading feature of the January "Arena", which begins the twenty-fifth volume of that standard review, is a symposium on "Christian Science and the Healing Art." There are four contributors, who write from opposite though equally authoritative viewpoints.

In "St. Nicholas" for January will be found the true story of "Jack Jonett's Ride" which is a true story of how a young inn-keeper warned Thomas Jefferson and saved him from capture. The story is told by R. T. W. Duke, Jr.

Jacob A. Riis, the New York poverty expert, lived as a child in the neighborhood of the castle of Kronborg, Elsinore, Denmark. He has revisited the place in recent years, and his early and later reminiscences are embodied in an article called "Hamlet's Castle," which appears in the January "Century".

Together with a mass of interesting domestic details appearing in the January "Delineator," that issue contains an article on Mexican candies. This will be of interest to women who want to introduce novelties at the table during the holiday season. A practical article in the same number deals with winter vegetables, how to secure variety, and how to make the vegetables palatable.

"Lippincott's" for January contains a complete novel, "When Blades are out and Love's Afield," by C. T. Brady. First in the series of College Tales in the story of Cornell "The Personal Equation" by James Gardener Sanderson.

In the December number of "The Review of Reviews" will be found "An Estimate of Max Müller" by Charles Johnston which will be of value to the student and it will interest all to read "The Old Age of New England Authors" by Hezekiah Butterworth.

In "The Forum" for January, will be found the following: "The Liberal Party in England," by an English Liberal; "Panama and Nic-

aragua Canals Compared," by Arthur P. Davis, Chief Hydrographer, Isthmian Canal Commission; "The District of Columbia in its Centennial Year," by Henry B. F. MacFarland, Pres. of the Board of Commissioners, District of Columbia; "New Problems of Immigration," by Prescott F. Hall, Secretary, Immigration Restriction League; "The New Congressional Apportionment," by Henry Gannett, Chief Geographer, United States Geological Survey; "Fall of Ickin," by Rev. Gilbert Reid; "Is the College Graduate Impracticable?" by Robert Ellis Jones, President of Hobart College; "Smokeless Cannon Powder: Recent Discoveries," by Hudson Maxim; "A New Industry Brought by an Insect," by L. O. Howard, Secretary, Amer. Assoc. for Advancement of Science; "Purpose of Civil Service Reform," by Henry Loomis Nelson; "Max Müller and His Work," by A. V. Williams Jackson, Professor of Indo-Iranian Languages, Columbia University; "A Century of American Poetry," by Oscar Lovell Triggs, Professor of Literature, University of Chicago.

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SCHOOL WORK IN GERMANY—SOME GENERAL OBSERVATIONS.

BY H. W. HARRIS, U. S. CONSUL, MANHEIM, GERMANY.

In a recent editorial in the London Daily Mail reference is made to the remarkable progress of the German Empire in various lines during the past few years. The writer says, in accounting for this progress, that Germany cultivates the creed of efficiency; that she puts the right man in the right place without regard to station. While the manifest purpose of the article is rather to prod England than to extol Germany, there is much truth in what is said of this busy empire. The German is efficient. He seeks results. He may work with inferior tools and appliances, and may, in some respects, be behind in his methods, but he is thorough in what he does.

In German school work efficiency is the watchword. One hears more in this country than in the United States of education as

a means to earn a livelihood, or as an essential to a professional career, and less of it as a mere ornament, or as an aid to citizenship or a source of personal influence. The German believes thoroughly in compulsory education. Illiteracy is intolerable in his view, but whether the boy or girl shall go beyond the course required by the state, depends upon what he or she is to do. I recently said to a teacher of large experience, "You have a boy fifteen years of age. If he were to go to twenty-five of the leading business men of this city and ask them whether he had better complete the more advanced work of the city schools, what would these men say?" He replied, "Oh, that would depend upon what the boy is to do. Of course if he is to go into business or to learn a trade, they would not advise him to go

through school." When I told him that our business men would, as a rule, advise the completion of the high school course, whatever the business calling of the boy was to be, and cited the case of a young graduate of my acquaintance who had gone from school into his father's barber shop, he seemed much surprised and said, "What good would his education do him in a barbershop?" The value of education as an aid to good citizenship and as a source of influence had not impressed itself on his mind as it would upon that of an American teacher.

School work with the German child is a serious business to which, while school is in session, he seems to devote his entire attention. It is next to impossible to obtain permission to visit a city school because of the unwillingness of those in charge to have the children in any way disturbed in their work. The demeanor of the pupils as they hurry to school these winter mornings while lanterns are yet moving on the streets, has often recalled to my mind the wise words of Mr. Findley once addressed with much emphasis to a body of teachers. Referring to the ever recurring fad of making education a mere pleasant recreation, he said, "Fellow teachers, school work isn't play, and you can't make it play."

Note a hundred German soldiers with their uniforms and their knapsacks and a hundred German

school boys with their colored caps and their school knapsacks, and you see that the two companies have much in common. The school boy feels that he is already under marching orders; that the State is watching each day's attendance at school and the work that he does. He eats plain food, is rarely out at evening entertainments and less rarely hears the sentiment that all school work for a child is cruel or unhealthful.

As is well known, Germany excels any other nation in the number and variety of its technical schools. In these schools all branches of technical education are taught with special reference to actual utility in business. In a large manufacturing plant near this city are employed at all times as many as one hundred and fifty expert chemists. These men are nearly all doctors of philosophy from German universities, men trained by the schools for the positions which they hold. This is but a single illustration of what one sees on every hand. This technical education has been an important factor in the marvelous industrial growth of the empire within the past decade. The concern to which I have just referred sends to the United States more than twenty thousand dollars' worth of its product every week, and goes into every other great market of the world. In the Exposition of 1889, France easily carried off the laurels

for the excellence of her electrical exhibits. In the Exposition of 1900, Germany was far in the lead of France. Her thorough technical training was everywhere in evidence. The plan to found a great technical school at Pittsburgh, just now taking shape, points to an educational awakening among our own people that is full of promise. Much has been done by the schools we have; but better equipment and a wider scope of training is yet to be desired.

The German is a specialist. He, as early as possible, chooses his career and devotes himself to it. Ask him as to processes of manufacture, other than in his own line, and he knows less than the average American of the same station. His ignorance of his neighbor's business surprises you. Ask him as to the processes of his own line of manufacturing and he can tell you every detail. He is trained in the mastery of details, and where that mastery counts for success, the German succeeds.

The German is a linguist. He acquires language easily and is taught French, and generally English, early in his school course. It is not uncommon to meet young Germans who speak three languages quite fluently. Ask them where they acquired their English, and they will tell you in the German schools. Just now there is a growing interest here in the study of modern languages, and espe-

cially in the study of English. It is safe to say that an industrial motive is mainly back of the movement that is relegating Greek and Latin to the rear. A marvelously widening commerce admonishes the German authorities that the schools must teach the languages of that commerce. There can be no question as to the view that is taken here. The work of our own schools as touching the needs of that commerce will do well to guard the same point. It is a mere idle dream to suppose that, in the near future, Germany or France will lay aside their speech and adopt, even for business purposes, the English language. Rather will it continue to be, as it is now, that those who would take an efficient part in the commercial and industrial intercourse between the great English, German, and French speaking peoples, must know at least two of these languages. Germany realizes this and is adapting herself to conditions as they exist. In all of the large manufacturing concerns in this locality are to be found young men or young women who can read, write, and speak both German and English, and who can prepare business forms and advertising matter in both languages. Our own manufacturers are coming to see the importance of a similar equipment. Each year is emphasizing the necessity. The acquisition of our Spanish possessions adds a yet newer factor in our

school work, as it shall touch the needs of commerce. The demand for those thoroughly trained in modern languages and with an aptitude for business is already here. Our schools must aid in satisfying this demand. Whether this is a work for the public school, as it is regarded in Germany, for the intermediate college, or for the technical school, or for a school

created for the purpose, is a question not easy of answer. One or the other, or all, must set about its solution, or to our own shores, as already to England, will go the trained German ready to take the positions which the needs of a world wide commerce have created and which the American manufacturer and exporter must find some one competent to fill.

DELICACY OF SENSATION.

BY J. A. CULLER.

If one were bereft of his senses, — seeing, hearing, feeling, tasting, and smelling, — he could not by any means tell whether he was alive or dead. He might still live and thrive under the care of his friends but if he thought at all as a result of his past impressions it would be only as the vague speculations of a disembodied mind. It is our sensation of the changes in the outside world that keeps us conscious.

There is much in the world that we have never observed because they have been constant and our senses tell us only of changes. The air is constantly pressing on our bodies but no sensation tells us so. If this pressure were suddenly removed and then replaced we would be painfully conscious of the fact. It is the experience of those who visit Mammoth Cave that when

they come again to the open air they suffer often, acute pain in the nostrils until they become used to the natural smell of air. In the same way one may be oblivious to a loud and continuous sound of machinery in a shop. There may be such a thing as the "music of the spheres" but it must be extremely monotonous or is beyond our range of sensation.

There are many things also which we do not see because they are not different or do not move.

The more delicate our sensations are the more closely we can come in touch with our surroundings. Let us look at a few of these senses.

Feeling plays a more prominent part in our life than we sometimes think. In a general way all sensation may be said to be that of *feeling*, and it is probable that all

our special organs are nerve terminals which at one time were like all the others, but have through long demand yielded themselves to special uses. The optic and auditory nerves may then be considered as simple sensory nerves with special contrivances at the extremity for producing this sensation and making it clear, definite, and intense.

By feeling, however, we mean the sensation which comes from actual contact with outside bodies. The nerves for this purpose, as we might expect, are most numerous on the parts of the body where they are most needed and because they were needed there; they are not found on the tips of our fingers that we might feel, but we used our fingers to feel and as a result the nerves are there.

An interesting experiment can be made to test the sensitiveness of the various parts of the surface of the body. A compass with fine points is the only instrument necessary. The object of the test is to see how far apart the points must be so that, when they are both placed down upon the skin there may be a distinct sensation from each point. It will be found that on the back where there is little need for a delicate sense of touch, the points may be separated as much as two inches, while on finger tips they may be brought as close as one-twelfth of an inch.

This finger-sense is capable of high development. The blind can

in large measure substitute this sense for their eyes and read quite rapidly by feeling raised letters. Those who are both blind and deaf may be trained to tell what is being said to them by placing their fingers lightly on the lips of the speaker.

A noted pianist, famous for his "feathery touch," practices "between times" by simply going through the motion of his playing that the ends of his fingers may not become callous; his fingers are guided in part by a delicate sense of touch.

The blind sculptor Gonelli, guided entirely by the sense of touch, could model almost perfect likenesses of people by running his fingers over their faces.

Physicians are often guided by the sense of touch in performing most delicate surgical operations.

On the under surface of the ends of the fingers there are 20,000 papillæ to the square inch and if the skin over them is neither too thick nor too thin they can by training be made a most valuable agency in gaining information concerning the outside world.

Comparatively little attention has been paid to the cultivation of this sense.

These nerves are also quite thickly distributed on the lips and tip of the tongue but they are here chiefly as a guard to the stomach in taking food. If there were no nerve terminals on the lips, kissing would soon be abandoned.

Let us now look at some phases of the auditory sensation. Here we have a nerve that has taken upon itself a special duty, and all the other nerves have consented to this division of labor, and have said to the auditory nerve, "You look after *sound* and we will attend to other matters."

This nerve then began to develop at its outer end into a special receiving apparatus called the ear. The object of the ear is to analyze and make definite and intense the impressions upon the nerve.

If an ear could be attached to any other sensory nerve it would become an auditory nerve. Waves of sound beat upon the nerves of touch but no sensation is felt because the contrivance at the end of these nerves is not sufficiently delicate to be disturbed by movements of this kind.

It seems to be difficult for some people to believe in the wave theory of sound because such a slight cause is able to disturb such an immense volume of air, even for miles in all directions. An insect which weighs less than a pennyweight is able to make itself heard in all directions at a distance of one mile. All this air then must be set into a series of condensations and rarefactions of such intensity that they can sensibly affect the organ of hearing.

Two great mistakes are made by those who find this a stumbling-block; first, they suppose that the whole weight of air must be moved

up and down, and in and out to produce each condensation and rarefaction. It is the *wave* that travels and not the air. This can be nicely shown by setting up a row of blocks so that when the first is pushed over it will overturn the next, and it the next, and so on. Now all I have to do is to overturn the first block and this will throw down one thousand in a row as easily as it will ten. Just so one particle of air moves the one next to it, and it the next, and so on until the wave dies out as a result of the slight friction it encounters.

The second mistake is made in not giving to the ear credit for being an exceedingly delicate instrument. We do not propose here to give a description of the mechanism **of the ear**, but only to call attention to the exceedingly small outside disturbance that will affect the auditory nerve *through* the mechanism in the ear:

As I now write, many movements of the air about me are caused by as many disturbing bodies. The ticking of the clock; the jolting of a wagon; the rumbling of a distant train; the pounding of a distant hammer; the rustle of the wind, etc. To any one of these I can direct my attention and hear and yet the actual disturbance of the air for most of these sounds is so slight that no instrument in the world **would be able to show their movement.**

Not only can the ear recognize

sounds of very little intensity, but, what is even more wonderful, it can tell very fine shades of difference between sounds. A practiced musician can distinguish a difference of pitch arising from half a vibration in a second, in an octave which is not very high nor very low. This would give 1000 distinguishable degrees of pitch in an octave between 500 and 1000 vibrations in a second.

The ear is also able to analyze the composite tones which it receives and, though the same note is sounded on two different instruments, it can tell the flute from the violin. The ear is truly a most delicate and wonderful avenue from the world to the soul.

The eye at the end of the optic nerve is another instance of where nature has set aside a nerve for a special duty. Light can not stimulate the nerves in the fingers, but it is a stimulus to the optic nerve through the special receiving apparatus called the eye. The eye is a wonderful piece of mechanism capable of taking up the delicate undulatory motions of the ether, analyzing them and then impressing a corresponding stimulus upon the optic nerve.

Exactly in the center of the retina is a round spot called the yellow spot. It is only about $\frac{1}{4}$ of an inch in diameter, and yet it is a condition for distinct vision that the image of the object we wish to see

must fall upon this little spot. This is made up of *rods* and *cones*, the center of it being entirely of *cones*, and it would take 8000 of these placed close together in a line to make a row one inch long, the distance between the centers of two adjacent ones on the yellow spot being $\frac{1}{8000}$ inch. The smallest angular distance between two points which can be appreciated is 50 seconds and the image on the retina corresponding to this is $\frac{1}{8000}$ of an inch, just equal to the distance between two adjacent cones.

That an object may be seen as having extension it is then necessary that its image on the yellow spot should extend over several of these cones. One may see a friend several blocks away and his image on the retina may be only a small fraction of an inch and yet it will cover enough of these cones so that his form and even his features can be made out.

The fixed stars are all so far away that their image cannot reach from one cone to the next, and so, although we may have a sensation of light we do not see a disc. That we can get so exact a knowledge of objects with so minute an image is indeed most wonderful.

The eye also, like the ear, is able to analyze its impressions into wave lengths and we have all the variety of colors which combine as a visible song with the harmonies which reach the soul through the ear.

STATE EXAMINATION QUESTIONS, DEC., 26-28, 1900.**THEORY AND PRACTICE.**

1. What is good discipline? Name some difficulties in obtaining it. 2. What is the purpose of discipline? 3. What relation does knowledge have to right conduct? 4. Name the books of the O. T. R. C. course for the present year. 5. Should definitions be committed verbatim? Give reasons for your answer. 6. Write a two hundred word essay on the educational topic which you have studied most within the last year.

READING.

1. Explain the different methods of teaching beginners to read. Which method appeals most strongly to your judgment? Give your reasons. 2. What place should reading occupy during the first three years of school life? Give a reason for your answer. 3. Show the relation, in the teaching of reading, between a knowledge of things and a knowledge of words. 4. What is accent? What is emphasis? Write a sentence, and explain how its meaning may be changed by changing the emphasis. 5. Indicate by diacritical marks the vowel sounds in the following words: Psalm, fall, rat, move, coop, wallet, machine, grass, calf, path, was, fast, master, alarum. How do you succeed in getting your pupils to read naturally?

ORTHOGRAPHY.

1. Spell, accent, and define: angwe, peekant, sortee, protezha, naheve, kweżene, kotere, koopay, razumay, 'neglezha, bivwak. 2. Enumerate the sources of the English language. 3. Write a paragraph on synonyms giving illustrations. 4. Indicate, in some way, the pronunciation: drought, oasis, lyceum, alternately, finance, advertise, juvenile, onerous, rinse. 5. Distinguish between simulation and dissimulation; comparison and contrast; amateur and novice; contagious and infectious; continual and continuous; plurality and majority.

ARITHMETIC.

1. Explain clearly, and illustrate, the rule in division of one fraction by another. 2. A rectangular block 5 feet long, 4 feet wide and 3 feet thick, contains 60 cubic feet. Show clearly, using a diagram, how this result is obtained. Make it clear that, in every step, the multiplier is an abstract number and the product is of the same kind as the multiplicand. 3. A man owns a tract of land, the sides of which are $134\frac{1}{2}$, $128\frac{1}{2}$ and $115\frac{1}{2}$ feet long; how many rails of the greatest length possible will be needed to fence it in straight lines, the fence to be 6 rails high, and the rails to lap 6 inches at each end?

4. If a bushel of wheat make 39 1-5 lb. of flour, and the cost of grinding be 4 per cent, how many barrels of flour can a farmer get for 80 bushels of wheat? 5. Bought hams at 8 cents a lb.; the wasting is 10 per cent; how must I sell them to gain 30 per cent? 6. Paid \$125 for a horse, and traded him for another, giving 60 per cent additional money. For the second horse I received a third and \$25; I then sold the third horse for \$150; what was my per cent of profit or loss? 7. Took a risk at 1 3-5 per cent; reinsured half of it at the same rate, and 1-3 of it at 1 1/2 per cent; my share of the premium was \$58.11; how large was the risk? 8. A note, which will be legally due in 1 yr. 4 mo. and 20 days, is discounted by a banker, at 8 per cent; what rate of interest does he receive? 9. What are the ages of A and B, if 20 years ago A was 2-3 as old as B and the sum of their ages was then 40 years? 10. How many acres are there in a square tract of land containing as many acres as there are boards in the fence enclosing it, if the boards are 11 feet long, and the fence is 4 boards high?

GEOGRAPHY.

1. Where are the Philippine Islands? Name and locate their Capital. 2. Where is Ecuador? Name and locate its Capital and principal seaport. 3. Where is the Isle of Man? For what is it noted? What language is spoken by its

people? 4. Locate the Lofoden Islands. For what are they distinguished? What noted whirlpool south of them? 5. Describe the Dnieper. To what do the following names apply? Sebastopol, Yeni-Kaleh, Nizhnee-Novgorod? 6. Into what two distinct classes are the people of Arabia divided? Locate Cape Guardafui. 7. Define oblate and prolate spheroid and state which of these terms is applicable to the earth. Define zenith, nadir, mathematical, and sensible horizon. 8. Define, as applied to the survey of public lands, the terms, principal and guide meridian, base line, correction line, and range.

GRAMMAR.

1. Is there any good reason why the participle should be regarded as a separate part of speech? Why is the term "accidents" of a substantive or a verb preferable to "properties"? 2. Illustrate by example all the syntax of the infinitive. What are the functions of the participle and the infinitive? 3. Give all the syntax of the noun. Illustrate each with an example. Why not discard the fiction of "common gender"? 4. Classify Mode in English Grammar. Illustrate the subjunctive. Which is the more important, the function or the form of a word? 5. Whence do we get our English language? Write seven kinds of adverbs. Illustrate by examples. 6. Write three verbs that are sometimes transitive and

sometimes intransitive. Write an example of a noun clause as object of a verb, as a predicate, and as an appositive. 7. Woe is me. She is like me. He was near us. Methought I heard you speak. Woe worth the chase, woe worth the day. Parse me, me, us, me in methought, chase, day. 8. Who are some of the great authorities on the origin and development of English? Do Etymology and Syntax cover common ground? Have they a common nomenclature? Illustrate. 9. Give a word illustrating an iambus. A trochee. An anapest. A dactyl. An amphibrach. Explain the prefixes, noting the cases of assimilation: Vicar, suffer, surfeit, viscount, traduce, trespass, succeed, unified, subtrahend, segregate, succumb, ultramarine, suffix, surface. Give an example of "in" becoming il, ir, im, ig; and of "ob" becoming oc, of, o, op.

But me, scarce hoping to attain
that rest,
Always from port withheld, always
distressed,—

The howling winds drive devious,
—tempest tossed,
Sails rent, seams opening wide, and
compass lost.

Diagram the above sentence; name the different modifiers, tell what kind of elements they are and what each modifies.

UNITED STATES HISTORY.

1. Associate some historical fact with each of the following named men: John Witherspoon, Sir

Thomas Dale, Van Rensselaer, Thomas Dongan, Judge Sewall. 2. Name five French settlements in the U. S. 3. What importance attaches to the colonial period of our history? 4. What were the three chief grievances which led to the war of 1812? 5. Make an outline of the events of the administration of the eighteenth President. 6. Compare Grant and Lee as to military skill. 7. Draw a map of the Northwest Territory showing the states that have been formed from it and number the states in the order of their admission into the Union. 8. How is a United States Senator elected? What changes have been suggested in the method of election? 9. How does a judge of the Supreme Court receive his office? How long is the term of office? 10. When were the first ten amendments to the Constitution adopted? Why were they adopted? When did we become a nation?

PHYSIOLOGY.

1. Of what use to the body are salt, soda, lime, water, and fat? Trace the fat we eat; the glucose; the albumen. 2. Name and give use of the three intestinal fluids. Where does digestion take place? — absorption? — assimilation? 3. State whether life comes from living or from dead matter. What gives rise to thirst? — hunger? — fatigue? 4. Speak of the origin and use of blood corpuscles. 5. Of what use is the liver? — the

marrow of bones? — the stomach? 6. Give the divisions of the nervous system. 7. Why do cattle need so many stomachs and one large enough to hold about two bushels? How are horns supposed to have originated? 8. Define "proximate principles," ameba, alkali, oxidation, and food.

STIMULANTS AND NARCOTICS.

1. Define stimulant, narcotic, morphine, delirium tremens. 2. Trace alcohol through the body, stating what changes take place. 3. Is alcohol a poison? Why may the drinker have a red face? 4. What is the effect of alcohol on the different mental faculties? 5. Contrast and compare the effects of the use of tea, coffee, and beer. 6. Are cigarettes doing more harm than whisky? What cigarette law should Ohio have? 7. Describe the process of smoking the cigarette and then explain why so harmful.

CIVIL GOVERNMENT.

1. Describe briefly the three classes of Colonial Government. 2. Contrast briefly the Articles of Confederation and the Constitution. 3. Show briefly — (a) The National Constitution is but half a political system. (b) The Union is dependent upon the State. (c) The proper sphere of the State. (d) Relation of citizen to State and Nation. 4. Show that the Constitution does or does not follow the flag. 5. What brought about the amendments to the Constitution?

6. Enumerate the powers of the President. 7. Name our state, district, and county offices, and enumerate the duties of one under each division. 8. Define society, rights, duties, politics, the state, the nation, government, civil government, constitution, law.

RHETORIC.

1. Define rhetoric and give the derivation of the word. What is the utility of Rhetoric? 2. Define invention, style, diction, purity, propriety, precision. 3. Define concord, clearness, unity, energy, harmony. State the importance of clearness and the value of harmony. 4. Name the figures of speech that are founded (a) on resemblance, (b) on contiguity, (c) on contrast. 5. Give definition and etymology of the following: Metaphor, metonymy, antithesis, climax. 6. What is criticism? Name four kinds of literary criticism. Define taste. 7. Distinguish between prose and poetry. What are didactic letters? What are the parts of a letter? 8. Define meter, verse, stanza, and rhyme. Define the terms tetrameter, catalectic verse, consonantal rhyme, and Spenserian stanza.

ENGLISH LITERATURE.

1. What is Chaucer's greatest work? From what work was the idea probably borrowed? Who is called the father of the modern novel? Name two of his best works. 2. Name two great writers of fiction who were his cotem-

poraries? Name one or more of the works of each. Who wrote the Drapier Letters? What can you say of his style? What two satirical works did he write? 3. Name the most celebrated novelist, epic-poet, dramatist, historian, essayist, and lexicographer of England. 4. Quote two passages from any two English poets; name the authors and the particular works from which they were taken. 5. Name the five best tragedies, the three best comedies, and three historical plays of Shakespeare. 6. Who wrote English Bards and Scotch Reviewers? What occasioned the publication of this poem? 7. Name the authors of Hudibras, Vicar of Wakefield, The Rambler, Locksley Hall, Sartor Resartus, A Blot on the Scutcheon, Songs of the Night Watches, Pelham, Marco Bozzaris, Clovernook, Gold Foil, The Last of the Mohicans. 8. Name two poets and four prose writers of the Revolutionary Age? 9. When did the American Age begin? Name the six great American poets in the order of their rank. 10. Name three, each, of the most prominent American Historians and Novelists with their masterpieces.

GENERAL HISTORY.

1. Name the six principal elements that enter into the formation of the character of a people. 2. Name six of the chief sources of reliable history. 3. What was the government of ancient Egypt?

What were the rulers called? 4. What were the two leading races of Greece? What was the Heroic Age? 5. Who was Charlemagne and what was his design? 6. Mention three of the greatest Philosophers and Scientists who lived in the 16th century. 7. Name the chief events of the reign of George III. 8. Who were the leaders of the French Revolution?

ALGEBRA.

1. Derive the law of signs in multiplication. 2. Factor: (1) $5x^2+32x-21$; (2) $(a+b+c)^2-x^2-y^2+2xy$; (3) $243-8a^3$; (4) $x^3-3y^2-z^2-2xy+4yz$. 3. Write the equation whose roots are 0, $-\frac{2}{3}$ and $\frac{3}{4}$. Prove that $a^0=1$ and $a^{-1}=\frac{1}{a}$. 4. Prove that the sum or difference of any two quantities, divided by their product, is equal to the sum or difference of their reciprocals. 5. Divide the fraction $\frac{1}{2}$ into two parts, so that the numerators of the two parts taken together shall be equal to their denominators taken together. 6. Simplify: (1) $\sqrt[3]{16+\sqrt[3]{81}}-\sqrt[3]{-512}+\sqrt[3]{192}-7\sqrt[3]{9}$. (2) $\left[3\sqrt[3]{12+\sqrt[3]{19}}\right]\left[3\sqrt[3]{12-\sqrt[3]{19}}\right]$.

$$7. \left. \begin{array}{l} (1) \frac{3}{x} - \frac{4}{y} = 5 \\ (2) \frac{4}{x} - \frac{5}{y} = 6 \end{array} \right\} \text{find } x \text{ and } y$$

8. $x^3-16x^2+20x+112=0$, find x . 9. If four numbers are proportionals, show that there is no number which being added to each, will

leave the resulting four numbers proportionals. 10. Two hundred stones being placed on the ground in a straight line, at the distance of 2 feet from each other, how far will a person travel who shall bring them separately to a basket, which is placed 20 yards from the first stone, if he starts from the spot where the basket stands?

GEOMETRY.

1. Define each of the following terms: theorem, corollary, sector, dihedral angle, lune. 2. What is it to measure a quantity? What is the measure of each of the following: An inscribed angle? An angle formed by two intersecting chords? An angle formed by two secants intersecting without the circumference? An angle formed by a tangent and a chord? A spherical angle? 3. From a point A without a circle, a diameter A O B is drawn, and also a secant A C D, so that the part A C without the circle is equal to the radius. Prove that the angle D A B equals one-third of the angle D O B. 4. Demonstrate — the tangents drawn through the vertices of an inscribed rectangle enclose a rhombus. 5. Demonstrate — the sum of the squares of the segments of two perpendicular chords is equal to the square of the diameter of the circle. 6. Demonstrate — the bisectors of the angles of a parallelogram form a rectangle. 7. Inscribe in a given semi-circle a rectangle similar to a given rectangle. 8. Derive the formula for

computing the volume of a frustum of a pyramid. 9. The distance from the centre of a circle to a chord 10 inches long is 12 inches. Find the distance from the centre to a chord 24 inches long. 10. A cube whose edge is 12 inches long is transformed into a right prism whose base is a rectangle 16 inches long and 12 inches wide. Find the height of the prism, and the difference between its total surface and the surface of the cube.

TRIGONOMETRY.

1. Define the following: trigonometry, logarithm, base of system, characteristic, mantissa. 2. Give the fundamental formulas of trigonometry. 3. Prove that the difference between two logarithms is equal to the first logarithm, plus the arithmetical complement of the second, minus 10. 4. Demonstrate in any plane triangle, if a line is drawn from the vertical angle perpendicular to the base, then the whole base will be to the sum of the other two sides as the difference of those sides is to the difference of the segments of the base. 5. Prove that $\sin 60^\circ = \frac{1}{2} \sqrt{3}$, and $\cos 60^\circ = \frac{1}{2}$. 6. Prove that $\tan^2 a - \sin^2 a = \tan^2 a \sin^2 a$. 7. Prove that in any triangle $a^2 = b^2 + c^2 - 2bc \cos A$. 8. If $\sin a \cos a = \frac{1}{2} \sqrt{3}$, find $\sin a$ and $\cos a$.

BOTANY.

1. The Leaf: Give parts, use, cause of color, and advantage in shape. 2. Draw a cross section of a log and point out parts and

give use of each. 3. Show that plant-life is maintained under difficulties. 4. Draw figure and explain how a flower is fertilized. Does each cell in a living tree have to be fertilized before it can reproduce its kind? 5. Give family, genus, and species of five weeds. From what country have most of our *introduced* weeds come? Why? 6. Tell all you know about the maple tree and flower. 7. Name a half dozen plants that man has turned to most use. Give the original home of each. 8. Name the main divisions of Fruit and point out some structural advantage that each has.

ZOOLOGY.

1. Tell how the caterpillar can be made to undergo his several changes in the presence of the school. What parasite preys upon the caterpillars? Give its mode of operation and life. 2. What is the origin of the thread spun by the caterpillar or spider? How do worms get into chestnuts? 3. Is the bat oviparous? Is the whale a fish? Name an American marsupial. Where does John Burroughs say is the best place to study nature? Explain metamorphosis. Give an example. 4. Describe the coral polyp, its mode of propagation, and the formation of coral. 5. Give the origin of the mosquito. Give the difference between the male and female as to our comfort.

GEOLOGY.

1. Write at some length on the

Champlain period. 2. Describe how plants have helped fashion the earth's surface. 3. Speak of the Ice Age in Ohio. 4. Name the geologic periods. Name the geologic ages from the kind of organic life that was especially prominent in each. 5. Name six rocks and give the composition and use of each. 6. Account for river valleys, volcanoes, and caves. 7. Speak of the extinction of species. Will they finally all be extinguished? Why? 8. Define unconformable strata, trap synclinore, mud-cracks, stalagmite, solfataras, quaquaversal structure, palisades, pliosaur, and laccoliths.

ASTRONOMY.

1. How does the apparent altitude of the heavenly bodies compare with their true altitude, and what is the cause of the difference? 2. What star is situated about four degrees from the pole star, and what is its magnitude? 3. How far does Venus depart from the sun before beginning to return? 4. What is the method used by Astronomers to determine the obliquity of the Ecliptic? Why is the Ecliptic so called? 5. What is the rule for finding the hourly motion of a planet on its axis. What is the shape of night? 6. Why is it high water at Hudson on the Hudson river before it is high water at New York on the same day? 7. What is the origin of the fable of the "Man in the Moon"? Does the moon affect the tides? If so, how?

8. Define Clepsydra and tell when and by whom it was first used. What was the Astronomical stratum of Columbus?

PHYSICS.

1. What are the pure and mixed sciences? Define Physics and state the class to which it belongs. 2. What three elements determine a force? What is the random of a projectile? 3. What is coercive force? Directive force? What force is necessary to hold a body on an inclined plane by pressing perpendicularly against the plane? 4. Why is fresh water sometimes frozen in pipes submerged in salt water? Reduce 70° F. to C. and 70° C. to F. 5. When and by whom was it discovered that a copper wire is a magnet when a current of electricity flows through it? What was the importance of this discovery? 6. Can a burning lens be made of ice? Why? What color predominates in artificial lights? 7. If the resistance of a piece of copper wire 18.12 yards long is 3.02 ohms; what must be the length of another piece of the same diameter to have a resistance of 22.65 ohms? 8. If a battery with an external resistance of 9 ohms gives a current of 0.43 ampere; and, when the external resistance is increased to 32 ohms, the internal resistance remaining unchanged, the current falls to 0.2 ampere; what is the resistance of the battery?

CHEMISTRY.

1. Give equations for uniting three acids with three different bases; also for uniting three metals with three alkalis; also give equation for union of limestone and hydrochloric acid. Did you get an acid, base, or salt in each case? Name three ways of obtaining salts. 2. How are nitric and hydrochloric acid made? Give equations. 3. Give equations for making three hydroxids. 4. Tell about the oxidation in the human system and the deoxidation in plants. 5. Write symbols for three anhydrides. Write three of the paraffine series and change same to the alcohol series. 6. How much lead nitrate is required to make ten pounds of lead sulphate? At. wt.; Pb, 205; N, 14; S, 32. 7. How much copper will throw down five ounces of silver from a solution of silver nitrate? At. wt.; Cu, 63; Ag, 107. 8. A liter of H weighs .09 g. A certain volume of H weighs .36 g. How many liters does it contain? One-tenth gram of H occupies 1116cc; one-tenth gram alcohol vapor occupies 48.53cc. Find density of alcohol vapor. 9. Indicate roughly the chemistry of soap-making. 10. Define valence, vapor density, the periodic law of elements, reducer, binary.

POLITICAL ECONOMY.

1. Define Political Economy, wealth, and exchange. 2. State the effect of sagacity on profits. Distinguish between utility and value.

3. Define banks and the terms deposit, discount, issue, and circulation as applied thereto. 4. What distinction is to be observed between wealth and capital? Is luxurious expenditure beneficial to trade? 5. Show how values vary directly with demand and inversely with supply. Show that capital and labor are interdependent. 6. What are some of the advantages and some of the disadvantages of the division of employments? 7. Name several legitimate objects of taxation. What are some of the chief practical difficulties of taxation? 8. What are the evils and what the benefits of trusts? Define money and state what constitutes the best money.

LOGIC.

1. Define Logic. How does Logic differ from Rhetoric? What advantages are to be gained from the study of Logic? 2. Define "proposition," "judgment," "reasoning." 3. Define and illustrate analytic and synthetic judgments. What is deductive reasoning? Illustrate by an example. 4. What is inductive reasoning? Illustrate by an example. Show the relation between induction and deduction in teaching. 5. Give an example of an undistributed middle. Give a syllogism. What is meant by the middle term?

LATIN.

1. Translate the following into Latin: *a.* The one I loved while he was alive, the other I do

not hate now that he is dead. *b.* I am invited by Caesar to be lieutenant to him. *c.* He exorts the Nervii not to lose the opportunity of freeing themselves. 2. Translate into English: *Ea re constituta, secunda vigilia magnum strepitu ac tumultu castris egressi nullo ordine neque imperio, cum sibi quisque primum itineris locum peteret et domum pervenire properaret, fecerunt, ut consimilis fugae profectio videretur. Hac re statim Cæsar per speculatores cognita insidias veritus, quod, qua de causa discederent, nondum perspexerat, exercitum equitatumque castris continuit. Prima luce confirmata re ab exploratoribus, omnem equitatum, qui novissimum agmen moraretur, præmisit. His Quintum Pedium et Lucium Aurunculeium Cottam legatos præfecit; Titum Labienum legatum cum legionibus tribus subsequi iussit. Account for all subjunctives. Syntax of : *re, vigilia, ordine, veritus.* 3. Translate the following into Latin: *a.* I was saying that as soon as you should cease to fear, you would be like yourself. *b.* From which it follows, not that pleasure is not pleasure, but that pleasure is not the highest good. *c.* Death does not deter a wise man from deliberating for the Republic. *d.* Games are useful for sharpening the intellects of boys. 4. *Qua re mihi cum perditis civibus æternum bellum susceptum esse video. Id ego vestro bonorumque omnium**

auxilio memoriaque tantorum periculorum, quae non modo in hoc populo, qui servatus est, sed in omnium sermonibus ac mentibus semper haerebit, a me atque a meis facile propulsari posse confidio. Neque illa profecto tanta vis reperitur, quae conjunctionem vestram equitumque Romanorum et tantam conspirationem bonorum omnium confringere et labefactare possit. Syntax of re, mihi, esse, id, auxilio, mentibus equitum conspirationem. 5. Translate into English: Talibus orabat, talesque miserrima fletus

Fertque refertque soror; sed nullis ille movetur

Fletibus, aut voces ullas tractabilis audit;

Fata obstant, placidasque viri deus obstruit aures

Ac velut, annoso validam quum robore quercum

Alpini Boreæ, nunc hinc, nunc flatibus illinc

Eruere inter se certant; it stridor, et alte

Consternunt terram. concusso stipite, frondes;

Ipsa hæret scopulis, et, quantum vertice ad auras

Ætherias, tantum radice in Tartara tendit:

Haud secus assiduis hinc atque hinc vocibus heros

Tunditur, et magno persentit pectore curas;

Mens immota manet; lacrimæ voluntur inanes.

Syntax of: fletus, viri, robore, flatibus, stipite, scopulis, radice, pectore.

PSYCHOLOGY.

1. Distinguish between phantasy and memory. 2. Define: idea, intuition, percept, concept. 3. By an outline map, classify sensibilities. 4. What is the difference between the constructive and the creative phases of the imagination? 5. Give an example of induction and one of deduction. 6. Discuss: "The several powers of the mind are developed and trained by occasioning their natural and harmonious activity." 7. Do sensation and feeling accompany willing? Explain. 8. What might be the result if the end-organs of the auditory and olfactory nerves could be interchanged? 9. Distinguish the doctrine of Herbart from that of Kant. 10. Is a knowledge of Psychology of practical value as a teacher? Give reason for your answer.

HISTORY OF EDUCATION.

1. Who was Basil the Great? When did he live? What were some of his pedagogical teachings? 2. Give a short account of the most important monastic order. 3. Name at least three benefits of scholasticism. 4. What advantage did women receive in feudal education? 5. What is meant by the Renaissance? Name three educators of this period. 6. Make a brief summary of the educational work of the Jesuits. 7. Name an important book writ-

ten by each of the following named educators: Commenius, Rosseau, Fénelon, Basedow, Pestalozzi, 8. Give an outline of the life of Horace Mann.

SCIENCE OF EDUCATION.

1. What are the ends to be accomplished by school discipline? What is moral action. 2. How can power of will be developed? Why should it be developed? 3. What is habit? How is it related to education? 4. What is punishment? What objects should direct the use of punishment? 5. What is the value of fairy tales in teaching morals? Fables? Stories from the Bible? Fiction? 6. Discuss: "All knowledge is obtained through the senses by the self-activity of the child." 7. What is the purpose of the kindergarten according to Froebel? Are his views right? 8. What evils attend emulation, prizes, rewards, and titles? Do they ever serve a good purpose?

MUSIC.

1. Define a musical scale, an interval, an accord, a consonance, a dissonance. 2. What constitutes the difference between noise and music? Define notes, harmonics, and co-vibration. 3. What is the Sonometer? State the three laws affecting the number of vibrations per second that may be produced by any cord. 4. Write the pitch names of the major scale in the key of C. Give the syllables of the major scale. 5. Name three forms of the minor scale. What is a chromatic tone? 6. Define the following terms and abbreviations: Andante, allegretto, a tempo, tutti, D. C., cres., m. f., rit. 7. What do you understand by modulation, divided beat, rhythm, syncopation, and monotone? 8. Who were the composers of the oratorios: "Messiah," "Elijah," and "Creation?" Give the names of three noted German composers.

O. T. R. C. DEPARTMENT.

HENRY ESMOND.

By Margaret W. Sutherland.

Emerson says in his Essay on Books: "The child asks you for a story, and is thankful for the poorest. It is not poor to him, but radiant with meaning. The man asks for a novel,—that is, asks leave for a few hours to be a poet,

and to paint things as they ought to be. * * * Whilst the prudential and economical tone of society starves the imagination, affronted nature gets such indemnity as she may. The novel is that allowance and frolic the imagination finds. Everything else pins it down, and men flee for redress to Byron, Scott,

Disraeli, Dumas, Sand, Balzac, Dickens, Thackeray, and Reade." There are those not so wise as Emerson who decry against what they call this "age of novel-reading." I have no doubt that many young boys and girls and partly educated idle women, are reading too many weak novels. But the busy people of the world are not reading too many, although they may not be making the best choice of what to read. There may be school teachers who have access to city libraries who are reading novels neither wisely nor well; but there are a great many members of the O. T. R. C. who need something of the enlargement of view of life, something of the grace and refinement, and something of the re-creation that comes from a good novel. The members of the Board of Control feeling this have placed Henry Esmond in the literature course. Let us, therefore, turn to a few of the many things that may be quoted from authors whose opinion is well worth quoting, to show Thackeray's rank as a novelist and the perfection of his style. Arlo Bates says: "To be ignorant of Becky Sharp and Colonel Newcome, of Arthur Pendennis and George Warrington, of Beatrix and Colonel Esmond, is to have neglected one of the blessings, and not one of the lesser blessings either." Anthony Trollope, himself a novelist of no mean rank, says: "I rank *Esmond* so high as

to justify me in placing Thackeray among the small number of the highest class of English novelists." W. C. Brownell says: "It is, however, to the elaborate and exquisitely commented upon picture of life which the novels present that Thackeray owes his fellowship with the very greatest figures of literature outside the realm of poetry. The four most important—*Vanity Fair*, *Pendennis*, *Henry Esmond*, and the *Newcomes*,—especially enable him to take his place among these with the ease of equality. *Vanity Fair* perhaps expresses his genius in its freest spontaneity. Thackeray himself spoke of it as his greatest work. And though he declared *Henry Esmond*—which, as the dedicator states, 'copies the manners and language of Queen Anne's time'—the two remarks are not inconsistent; they aptly distinguish between his most original substance and his most perfect form."

My advice to the readers of *Esmond* is simply to give themselves up to its charm upon their first reading. More and more are those who are most successful as teachers of literature coming to the belief that there is no culture where there is no joy. To analyze love is to drive it away. Any emotion flees when the intellect pursues it. Let your taste enjoy the outside loveliness of *Beatrix*, which Thackeray has so skilfully painted. Let your heart lament her lack of inner

loveliness. Don't get angry if you are a woman because Thackeray has not painted her an angel. As a well-known writer aptly remarks, "His very best women are not angels. *Are* the very best women angels? It is a pious opinion—that borders on heresy." Feel a kindly pity for the gentle woman who loved the hero of the tale, himself in love with Beatrix. It will do you good to be sad with Lady Castlewood. Get to know Henry Esmond thoroughly. If you are a man and a school teacher you ought to have in your mind a portrait gallery of *gentlemen*. Any one who has such a gallery will give a prominent place in it to Colonel Newcome and Henry Esmond. You may think Esmond somewhat of a prig as Beatrix did, but what Anthony Trollope says of him is true; "He is a gentleman from the crown of his head to the sole of his foot. Thackeray had let the whole power of his intellect apply itself to a conception of the character of a gentleman."

It will be pleasant to meet in this novel "a fair, tall man in snuff-colored suit, with a plain sword, very sober and almost shabby in appearance," but with "light-blue eyes, extraordinary bright, and a face perfectly regular and handsome, like a tinted statue"—the great Joseph Addison, and to see the flush on his pale face when he is hugged in public by rollicking Dick Steele, "who loved to adorn

his jolly round person with the finest of clothes, and shone in scarlet and gold lace."

Be in good society while you are reading this book. The plainer the surroundings of your life, the more you need it to lift you out of them. Brownell says: "Thackeray's picture of society is the most vivid, as it is incontestably the most real, in prose fiction." Charlotte Bronte spoke of him as "the first social regenerator of the day."

Before you are through with your reading of Esmond you will have gotten the sermon of the book without any of the dryness that sometimes accompanies sermons, for "its sermon truly preached is that glory can only come from that which is truly glorious, and that the results of meanness always end in the mean." When you are through you may wish to read *The Virginians*, published in 1858, called the sequel and yet not a sequel in many senses, but giving farther the character and fortunes of Madame Beatrix.

After you have read Henry Esmond through once in the way I have suggested, if you wish a study in English read the book again for this purpose. In it "the ear is never wounded by a tone that is false." Henry Sedgwick, Jr., who is not an altogether favorable critic of Thackeray as a novelist, says: "This training for sixteen continuous years taught Thackeray a

style which, for his subjects, has no equal in English literature."

If you would have a lesson in clearness, the essential thing in good writing, Anthony Trollope writes: "Whatever Thackeray says, the reader cannot fail to understand; and whatever Thackeray attempts to communicate, he succeeds in conveying."

To one who has read English Humorists and Henry Esmond it is evident that Thackeray has devoted himself to the literature of Queen Anne's reign until he writes in the language then prevalent whenever he brings before us the writers of that period. The difference between his success in this respect and that of many of our present day novelists who are writing on historical subjects is very marked.

In closing our study not because we wish to do so but because we must, we say with Andrew Lang, "It is the development of character, it is the author's comments, it is his own personality, and his unmatched and inimitable style, that win our admiration and affection."

SIGNS AND SEASONS.

By J. J. Burns.

When I am asked by some interested inquirer to set in order as they appear to me the good results of the Reading Circle my pen sometimes hangs fire over the question, just where in the list to write "the growing habit of nour-

ishing the soul through the eye and ear," though back of the pen there is no hindering doubt that it deserves a place, and a worthy one.

One of the chief aids the Circle has had in its effort to make this habit epidemic, has been the stimulating books of Mr. Burroughs. Therein nature and literature walk hand in hand; and he chooses wisely who supplements what he sees outdoor with a chapter of the book, quietly read in the shade in summer, or by the evening lamp when the sun sets early; and who, again, finds his text in the book and goes afiel for the sermon.

Some years ago—I refuse to say, "back in the preceding century"—hundreds of teachers' read and enjoyed "Riverby," and one often hears of some pleasant experience which grew out of the reading. There is no doubt that hundreds this year—thousands, may I not say—are finding "Signs and Seasons," if not "a perpetual feast of nectared sweets," at least a frequent lunch of fruits fresh from the bough, with the dew of the morning on them, or the warm glow of noon.

There is no call, one would think, to attempt here even a brief sketch of the the life of John Burroughs, though I am not forgetting that some of our readers make his acquaintance this year. Them I advise to read first the last chapters of our present book. They will find some touches of self-written

biography in "Phases of Farm Life" and "Roof-Tree," that are delightful to read, and exceedingly helpful in sketching for us the manner of man this is, and in showing us some of the meat upon which he fed, that he grew to be the most attractive and popular writer of the Nature school. He still, in the body, revisits the glimpses of the moon—a few years ago he visited Alaska—and he still writes.

Though the most of his books have nature, as it appears to him, for their subject matter, it is not so with all. He has written of men and their literary productions, notably Emerson, whom he naturally reveres, and Walt Whitman, for whom his admiration has limits unreasonably wide.

A recent book by Mr. Burroughs is entitled "The Light of Day," or more explicitly, "Religious Discussions and Criticisms from the Naturalist's Point of View." In the literary weekly of the New York Times, some months ago, a writer—a clergyman, perhaps,—furnished an adverse criticism upon the book, and not strangely, from his "point of view," but he made one queer blunder. The poem, "Waiting," that precedes the preface, the reviewer thinks is the summing up, in the late evening of his life, in meter and rhyme, of the author's final view of this supreme matter. Now, in 1897,—it makes me homseick to write that dear old "18—." I copied "Waiting," adding a note, to the O. T. R. C. De-

partment, of our EDUCATIONAL MONTHLY. The note ran: "This poem was published a good many years ago. Whether its serene philosophy is still that of its author is an interesting question. It is possible that it never met the eyes of a majority of our readers who read and love Mr. Burroughs's delightful prose."

As it is here printed right in the forehead of his new book, he evidently wishes us to know that it expresses his maturer views.

Allow me to quote the concluding stanza of the poem and a sentence or two from the preface:

"The stars come nightly to the sky,
The tidal wave unto the sea;
Nor time, nor space, nor deep, nor high,

Can keep my own away from me."

"I am content to let the unseen powers go their own way with me and mine without question or distrust. They brought me here, and I have found it well to be here; in due time they will take me hence, and I have no doubt that will be well for me too." The picture before the frontispiece shows the Naturalist sitting at a small rustic table, writing; the space on either side of his sheet comfortably crowded with books and papers. His back is toward a window topped with a shelf of books, and the light nestles in the white beard upon the left side of his face, and makes it whiter. I think this is the "interior" of "Slabsides," of which

Walden-like hermitage we have read in this department.

In the frontispiece, Burroughs again, standing this time with a few leaf-clad companions, right upon the brink of a bluff; man, and trees, and rock, all overlooking the lordly Hudson. But here I rest. If I have not done the thing I need not have done I have at least left undone the thing I set out to do.

SUGGESTIVE QUESTIONS ON OMAN'S ENGLAND IN THE NINETEENTH CENTURY.

CHAPTER X — INDIA AND THE COLONIES — IMPERIAL FEDERATION.

1. Describe the British Empire as it existed in 1800. As it exists now.

2. Give an account of Lord Wellesley's work in India.

3. Give the chief events connected with the "Indian Mutiny."

4. What was the East India Company? When was it abolished?

5. When was the Queen proclaimed Empress of India?

6. What effect has British Rule had on India?

7. Describe the early history and settlement of Australia.

8. Where are the Gold Fields located? Their value? Effect upon the population?

9. What was the "Oregon Question"? How settled?

10. What changes in the Constitution of Canada in 1840?

11. When was the "Dominion of Canada" formed?

12. When was the Canadian Pa-

cific Railway built? Why important?

13. What effect have the abolition of the slave trade, and free trade, had upon the West Indies and British Guiana?

14. What places in Africa were held by England in 1815?

15. Outline the history of England's dealings with the Boers from 1815 to the present time.

16. What is the policy of Cecil Rhodes in South Africa?

17. Name some hindrances to Imperial Federation.

SUGGESTIVE QUESTIONS ON JUDSON'S EUROPE IN THE NINETEENTH CENTURY.

PART V — THE RECONSTRUCTION OF EASTERN EUROPE.

1. Contrast eastern with western Europe.

2. What is the key to political power in eastern Europe? Why?

3. Give area and population of Russia.

4. Describe the religion of Russia. The Government.

5. Who was Peter the Great?

6. Describe the attempts at reform under the different Tsars.

7. When and how were the serfs emancipated?

8. What is the condition of the peasantry?

9. Describe the Turks and their government.

10. What is their system of taxation?

11. What is the financial condition of the Turkish Government?

12. Name and describe the principal races which are subject to Turkey.

13. How account for the decadence of the Turks?

14. When was the battle of Navarino fought? Results? Why important?

15. Describe the kingdom of Greece as it now exists.

16. Locate and give the history of Montenegro.

17. When and how did Roumania, Servia, and Bulgaria become independent of Turkey?

18. Give date, causes, and results of the Crimean War.

19. What constitutes "The Eastern Question"?

20. What special interest have Russia and England in Constantinople?

21. In what ways may the "Eastern Question" be solved?

PART VI — THE MINOR POWERS.

1. Name and locate the "Minor Powers."

2. Give the date and origin of the Swiss Republic.

3. What is its form of government? The Referendum?

4. Describe the Swiss people and their educational system.

5. For what is Holland noted? Government?

6. Describe the population and government of Belgium.

7. Describe the voting system of Belgium.

8. Give instances of the effect of geography on history.

9. Contrast the peninsular states of northern and southern Europe in race, politics, and religion.

10. Describe the governments now in operation in these peninsulas.

11. What important changes in the condition of Spain since the volume now being studied was written? See last paragraph, page 303.

PART VII — TO-DAY.

1. What is the source of the present social and political problems?

2. Give the history of the origin and development of the great cotton, coal, and iron industries.

3. Trace the development of transportation.

4. Name the great inventions that have had a marked influence on the history of the world.

5. What is the military situation in Europe?

6. What is Socialism? Nihilism?

7. How does the condition of the laboring classes at the close of the century compare with that at the beginning of the century?

8. Describe the growth of universal suffrage.

9. What constitutes one of the grave problems in England?

10. In what ways has Europe progressed in the last century?

HELPS, HINTS, AND SUGGESTIONS.

WASHINGTON AND LINCOLN—LOWELL AND LONGFELLOW.

By E. M. C.

That February, the shortest month in the year, should claim four of the most illustrious of America's sons is compensation enough for its lack of days. That these four should be Washington, Lincoln, Lowell, and Longfellow seems a strange coincidence. Washington, the one above all others who made American independence possible; Lincoln, who preserved this rich heritage an undivided whole; Lowell and Longfellow whose poetical achievements occupy a place in the front ranks of American literature.

WASHINGTON.

Soon after the birth of Washington the house occupied by the family situated near the shore of the Potomac between Pope's Creek and Bridge's Creek, Virginia, was burned. There is nothing now save a stone slab which lies on a bed of bricks taken from the old chimney to mark the spot. This slab bears the inscription:

Here

The 11th of February, 1732 (old style)

George Washington
was born.

The new style of reckoning time according to the calendar of Pope

Gregory had only lately been adopted by the English and the old style was still used by many people. The new style, our present way of reckoning, adds eleven days thus making the birthday of Washington on February 22, the day we celebrate.

After the burning of the house Washington's father moved to Stafford County where he owned a place on the shores of the Rappahannock River opposite Fredericksburg. It was here that Washington spent his childhood and did what other boys did, learned to read and write and cipher. One of his playmates was Richard Henry Lee and it may interest the younger pupils to see a letter written by George to "Dickey" when he was about nine years old:

"Dear Dickey I thank you very much for the pretty picture book you gave me. Sam asked me to show him the pictures and I showed him all the pictures in it; and I read to him how the tame elephant took care of the master's little boy, and put him on his back and would not let anybody touch his master's little son. I can read three or four pages sometimes without missing a word. Ma says I may go to see you, and stay all day with you next week if it be not rainy. She says I may ride my pony Hero if Uncle Ben will go with me and lead Hero. I have a little piece of poetry about the picture book you gave me but

I must n't tell you who wrote the poetry.

"G. W.'s compliments to R. H. L.,
And likes his book full well,
Henceforth will count him his
friend

And hopes many happy days he
may spend."

"Your good friend

George Washington

"I am going to get a whip top soon,
and you may see it and whip it."¹

It is reasonable to suppose that this letter was corrected by some one before it was sent.

In a manuscript book containing exercises written at school we find a list of one hundred and ten "Rules of Civility and Decent Behavior in Company and Conversation." Here are a few of them:

"Every action in company ought to be with some sign of respect to those present.

"Be not hasty to believe flying reports to the disparagement of any.

"Think before you speak; pronounce not imperfectly, nor bring out your words too hastily, but orderly and distinctly.

"Speak not evil of the absent, for it is unjust,

"Labor to keep alive in your breast that little spark of celestial fire called conscience."

When Washington was but eleven years of age his father died. He owed what was good and noble in his character in a greater degree than is usual to the influence of his mother. Scudder says of her:

"I think that George Washington owed two strong traits to his

¹From B. J. Lossing's "The Home of Washington."

mother, — a governing spirit, and a spirit of order and method. She taught him many lessons and gave him many rules; but, after all, it was her character shaping his which was most powerful. She taught him to be truthful, but her lessons were not half so forcible as her own truthfulness."

The qualities that Washington possessed as a boy, his love of truth, his spirit of order and method, his *wonderful* self-control, his governing power, all manifested themselves in him as a man.

As a young surveyor at sixteen, as adjutant-general for a military district at nineteen, as the commissioner of Governor Dinwiddie to remonstrate against the encroachments of the French in the Ohio Valley at twenty-one, as commander-in-chief of the army, — as president of the country he had saved, he was always the true, honest gentleman.

There was one principle to which Washington adhered all his life and that was never to spend money until he had earned it. If the young people of to-day would adopt this principle there would be fewer business failures, fewer crimes, less pretension, less "shoddy aristocracy," and as a result more of both happiness and success.

LINCOLN.

From the time that Washington and his contemporaries had made a Republic possible, critics had predicted its downfall.

When this downfall seemed to be

impending there arose a giant among men who, born in poverty and ignorance, rose superior to both, through his own untiring efforts. This man was our loved and martyred Lincoln. His whole life seemed to be one continuous preparation for his culminating effort — the preservation of the Union.

The life of Lincoln must seem phenomenal to the believer in heredity and environment. He says of himself: "My parents were born in Virginia, of undistinguishable families—second families, perhaps I should say." "My early history is perfectly characterized by a single line of Gray's Elegy:

"The short and simple annals of the poor.'"

That from this humble origin there should arise the greatest statesman, and the author of some of the greatest classics of this or any other nation or time is almost miraculous.

The Gettysburg speech ranks as such and we make no apology for incorporating it in this sketch although it has appeared in these columns before.

"Four score and seven years ago our fathers brought forth upon this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long

endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But in a larger sense we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead, who struggled here, have consecrated it far above our power to add or detract. The world will little note, nor long remember, what we say here; but it can never forget what they did here. It is for us, the living, rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us, that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom, and that government of the people, by the people, and for the people shall not perish from the earth."

The closing words of the second inaugural address are also characteristic of the greatness and goodness of Lincoln:

"Fondly do we hope, fervently do we pray, that this mighty scourge of war may speedily pass

away. Yet if God wills that it continue until all the wealth piled up by the bondsman's two hundred and fifty years of unrequited toil shall be sunk, and until every drop of blood drawn with the lash shall be paid by another drawn with the sword, as was said three thousand years ago, so still it must be said, 'The judgments of the Lord are true and righteous altogether.' With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow and his orphan; to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations."

Following are a few of the epigrammatic sayings of Lincoln:

We can not escape history.

Let none falter who thinks he is right.

If slavery is not wrong, then nothing is wrong.

For thirty years I have been a temperance man and I am too old to change.

This government must be preserved in spite of the acts of any man or set of men.

The purposes of the Almighty are perfect, and must prevail, though we erring mortals may fail accurately to perceive them in advance.

I know that the Lord is always on the side of right; but it is my constant anxiety and prayer that I and this nation should be on the Lord's side.

I am profitably engaged reading the Bible. Take all of this book upon reason that you can, and the balance on faith and you will live and die a better man.

The nation has never ceased to mourn the foul deed of the assassin that stilled the great heart forever, and the wail of love in Walt Whitman's poem on the death of Lincoln entitled "My Captain," finds a response in every breast.

O captain! my captain! our fearful trip is done;

The ship has weathered every rock,
the prize we sought is won;

The port is near, the bells I hear,
the people all exulting,

While follow eyes the steady keel,
the vessel grim and daring.

But, O heart! heart! heart!

O the bleeding drops of red,
Where on the deck my captain lies,
Fallen, cold and dead.

O captain! my captain! rise up and
hear the bells;

Rise up—for you the flag is flung
—for you the bugle trills,

For you bouquets and ribboned
wreaths—for you the shores
a-crowding,

For you they call, the swaying
mass, their eager faces turning;

Here captain! dear father!

This arm beneath your head;

It is some dream, that on the deck
You've fallen, cold and dead.

My captain does not answer, his
lips are pale and still;

My father does not feel my arm,
he has no pulse nor will;

But the ship is anchored safe and
sound, its voyage closed and
done;

From fearful trip the victor ship
comes in with object won.

Exult, O shore, and ring, O bells!
But I, with mournful tread,
Walk the deck my captain lies,
Fallen, cold and dead.

James Russell Lowell in his
"Commemoration Ode" recited at
Harvard, July 21, 1865, pays a
matchless tribute to Lincoln which
we quote:

Such was he, our Martyr-Chief,
Whom late the nation he had led,
With ashes on her head,
Wept with the passion of an angry
grief:

Forgive me, if from present things
I turn

To speak what in my heart will
beat and burn,

And hang my wreath on his world-
honored urn.

Nature, they say, doth dote,
And cannot make a man
Save on some worn-out plan,
Repeating us by rote:

For him her Old-World moulds
aside she threw,

And, choosing sweet clay from
the breast

Of the unexhausted West,

With stuff untainted shaped a hero
new,

Wise, steadfast in the strength of
God, and true.

How beautiful to see
Once more a shepherd of mankind
indeed,

Who loved his charge, but never
loved to lead;

One whose meek flock the people
joyed to be,

Not lured by any cheat of birth,
But by his clear-grained human
worth,

And brave old wisdom of sincerity!
They knew that outward grace
is dust;

They could not choose but
trust

In that sure-footed mind's unfal-
tering skill,

And supple-tempered will
That bent like perfect steel to
spring again and thrust.

His was no lonely mountain-
peak of mind,

Thrusting to thin air o'er our
cloudy bars,

A sea-mark now, now lost in
vapors blind;

Broad prairie rather, genial,
level-lined,

Fruitful and friendly for all hu-
man-kind,

Yet also high to heaven and loved
of loftiest stars.

Nothing of Europe here,
Or, then, of Europe fronting morn-
ward still,

Ere any names of Serf and Peer
Could Nature's equal scheme

deface

And I saw his great will;
 There was a type of the true elder
 And one of Plutarch's men talked
 with us face to face.
 I praise him not; it were too
 late;
 And some innate weakness there
 must be
 In him who condescends to vic-
 tory
 Such as the Present gives, and can-
 not wait,
 Safe in himself as in a fate.
 So always firmly he:
 He knew to bide his time,
 And can his fame abide,
 Still patient in his simple faith sub-
 lime,
 Till the wise years decide.
 Great captains, with their guns
 and drums,
 Disturb our judgment for the
 hour,
 But at last silence comes;
 These all are gone, and, standing
 like a tower,
 Our children shall behold his
 fame,
 The kindly-earnest, brave, fore-
 seeing man,
 Sagacious, patient, dreading praise,
 not blame,
 New birth of our new soil, the
 first American.

LOWELL.

James Russel Lowell was born
 on Washington's birthday, Febru-
 ary 22, 1819 at Elmwood,, Cam-
 bridge, Mass.

In teaching these dates have the

pupils commit to memory Lowell's
 tribute to Lincoln and also this
 tribute to Washington found in
Under the old Elm.

"O man of silent mood,
 A stranger among strangers then,
 How art thou since renowned the
 Great, the Good,
 Familiar as the day in all the homes
 of men!"

LONGFELLOW.

Henry Wadsworth Longfellow
 was born at Portland, Maine, Feb-
 ruary 27, 1807. "The Slave's
 Dream," "The Slave Singing at
 Midnight," "A Psalm of Life,"
 "Charles Sumner," and "The Build-
 ing of the Ship" are specially appro-
 priate for reading or recitation on
 either Washington's or Lincoln's
 birthday: The closing stanza of
 "The Building of the Ship" should
 be memorized by all the pupils in
 our public schools:
 Thou, too, sail on, O ship of State!
 Sail on, O Union, strong and great!
 Humanity with all its fears,
 With all the hopes of future years,
 Is hanging breathless on thy fate!
 We know what Master laid thy
 keel,
 What workmen wrought thy ribs
 of steel,
 Who made each mast, and sail, and
 rope,
 What anvils rang, what hammers
 beat,
 In what a forge and what a heat
 Were shaped the anchors of thy
 hope!

Fear not each sudden sound and
shock,

'Tis of the wave and not the rock;
'Tis but the flapping of the sail,
And not a rent made by the gale!
In spite of rock and tempest's
roar,

In spite of false lights on the shore,
Sail on, nor fear to breast the sea!
Our hearts, our hopes, are all with
thee,

Our hearts, our hopes, our prayers,
our tears,

Our faith triumphant o'er our fears,
Are all with thee—are all with
thee!

CURRENT HISTORY.

By F. B. Pearson.

On the first day of the new year the six Australian colonies became "The Commonwealth of Australia" under a constitution that combines many features similar to our own and that of Canada. England interposed no objections but gave the people complete freedom in forming a Federal Constitution.

The Legislature consists of two houses—a Senate to which each State sends six representatives elected by popular vote, and a Representative Chamber chosen on the basis of population. The number in this chamber, however, is restricted to double the number in the Senate. The control of the post-office, telegraph, and telephone is vested in the Federal Government while the railroads are controlled by the States except in the

matter of military transportation. The Executive consists of a Governor-General, to represent the Sovereign and a Cabinet. The Judiciary are appointed by the Executive, with the sanction of Parliament. The creation of a Supreme Court with powers similar to our own is not the least important feature of the Constitution.

* * *

The constitutional amendment submitted to vote in North Carolina to disfranchise the illiterate Negro was adopted and goes into effect in July, 1902. The proposed plan is similar to that adopted by Louisiana in 1898, and makes ability to read and write a section of the constitution a qualification for voting. This provision applies to whites and blacks alike, but there is a proviso that it shall not apply to any person entitled to vote in any state prior to January 1, 1867, or to a lineal descendant of such person who registers before January 1, 1908.

* * *

The recommendation of the House committee on Census fixing the number of representatives at 357 did not meet the approval of the House. On the contrary a bill has been passed and signed fixing the number at 386, which gives increased representation to twenty States. The lower house of Great Britain has 670 members, of France 584, Germany 397, and Italy 508.

* * *

During the past year Andrew

Carnegie gave \$4,195,000 for the founding and equipping of libraries.

* * *

In the year 1900 the United States exported about eight million tons of coal and coke, an increase of three million tons over the previous year.

The annual exports of Great Britain approximate fifty million tons.

* * *

Queen Victoria was born May 24, 1819, and was crowned June 20, 1837. She was, therefore, almost eighty-two years old at the time of her death and had been on the throne more than sixty-three years—the longest reign in history. She is succeeded by her son, the prince of Wales, under the title of Edward VII whose age is now about sixty years. The reign of Victoria will illumine the page of history because of the great advance made in arts, sciences, and material prosperity.

* * *

It seems highly probable that the Danish West India Islands, St. Thomas, St. Croix, and St. John will be added to the insular possessions of the United States. It is understood that negotiations are now in progress between this country and Denmark looking to this end. It will be recalled that Secretary Seward favored the purchase of these islands a quarter of a century ago.

ARITHMETIC.

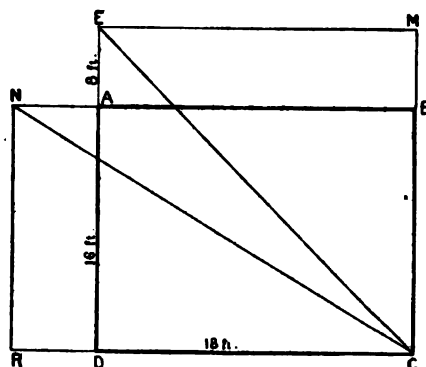
By Ed. M. Mills.

[For several months Prof. Mills will continue his solutions of problems contained in the Institute Syllabus on Arithmetic.]

The last solution in the last issue of the MONTHLY should read, $EN = \sqrt{60^2 + 11^2} = 61$ rods, instead of $EN = \sqrt{60^2 \times 40^2} = 61$ rods.

1. A fly takes the shortest route from a lower to an opposite upper corner of a room, 18 feet long, 16 feet wide, and 8 feet high. Find distance it *walks* by walls and floor.

SOLUTION.

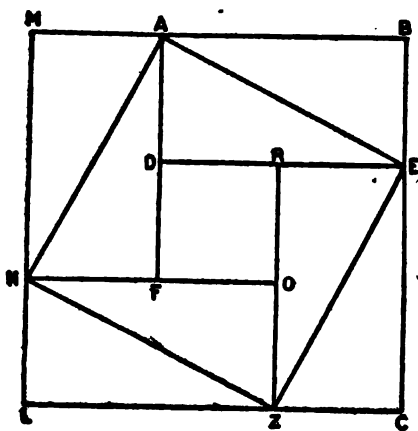


Let ABCD represent the floor of the given room. Suppose the side and end walls to be lowered until they lie in the plane of the floor, as shown in the diagram. Then draw CE and CN, as these two routes would readily suggest themselves to the student. $RC = 18 + 8 = 26$ ft., and $RN = 16$ ft. Then $NC = \sqrt{16^2 + 26^2} = 30.5 +$ ft. $DE = 16 + 8 = 24$ ft., and $DC = 18$ ft.; from which we have, $CE = \sqrt{24^2 + 18^2} = 30$ ft., *ans.* Have pupils notice

that the path drawn in the direction of the *side wall* will always be the shortest one by which the fly can reach his destination by *walking*. Have pupils also compute length of path, if the fly should follow the diagonal of the floor, CA , and then the line of intersection of the walls. Then permit the fly to use his *wings* instead of his *feet*, and have pupils compute *shortest* distance. This problem can be made quite interesting to eighth year pupils.

2. The area of a rectangular field is 30 acres, and its diagonal is 100 rods; find its length and breadth.

SOLUTION.



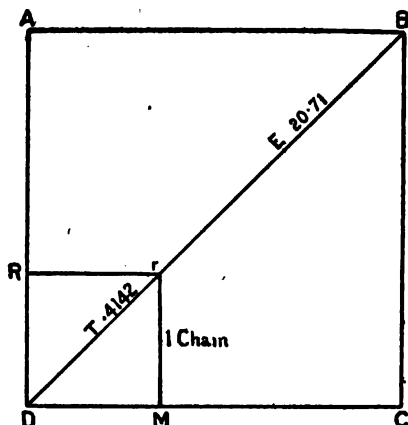
Let $A B E D$ represent the field. Then suppose four such rectangular fields to be arranged as shown in the diagram, placing the short side of one against the long side of another forming the large square, $M B C L$, containing the smaller square, $D R O F$. Draw the diagonals $A E$, $E Z$, $N Z$, and $A N$. It may be easily shown that $A E Z N$

is a square; and since a diagonal is 100 rods in length, the area of the square $A E Z N = 10,000$ sq. rods. One of the triangles, as $A E B$ has an area of 15 acres, or 2400 square rods. Hence the combined area of the four *outer* triangles $= 4 \times 2400 = 9600$ square rods; and, adding this result to the area of square $A E Z N$, we have 19,600 square rods for the area of the large square, $M B C L$. $\therefore BC = \sqrt{19,600} = 140$ rods. Then, from the area of the square, $A E Z N$, subtract the combined area of the four *inner* triangles and we have $10,000 - 9600 = 400$ square rods. $\therefore RO = \sqrt{400} = 20$ rods. It may now be easily shown that, $BE = \frac{140 - 20}{2} = 60$ rods, and that $AB = \sqrt{100^2 - 80^2} = 80$ rods.

$\therefore \begin{cases} 80 \text{ rods} = \text{length of field,} \\ \text{and} \\ 60 \text{ rods} = \text{breadth.} \end{cases}$

3. The diagonal of a square field exceeds its side by 20.71 chains. Find its area in acres.

SOLUTION.



Let $ABCD$ be the square field whose area is required. Draw the diagonal, DB . Lay off DE on the line DB , and make it equal to DC . Then EB will be equal to 20.71 ch. Construct the small square, $DMFR$, making its side equal to one chain. Then, $DF = \sqrt{1^2 + 1^2} = 1.4142$ chains, and making $DT = FM$, we have $TF = .4142$ chains. Since triangles DFM and DBC are similar, their corresponding parts are in direct proportion.

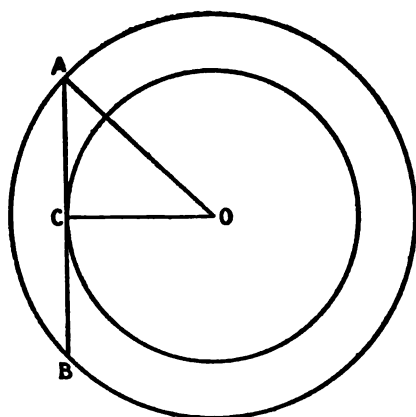
$\therefore .4142 : 20.71 :: 1 : BC$. Solving this proportion for BC , we find

$$BC = \frac{20.71 \times 1}{.4142} = 50 \text{ chains.}$$

$$\therefore \frac{50 \times 50}{10} = 250, \text{ area in acres.}$$

4. The longest straight line that can be stretched in a circular race track is 200 feet in length. Find area of the track.

SOLUTION.



Let AB be the longest straight

line that can be stretched in the circular race track. It will be tangent to the inner edge of the track as shown in the diagram. Draw OC to the point of tangency and it will be perpendicular to AB at its middle point. Then triangle OCA is a right-triangle having its side $AC = 100$ feet. From principles of the right-triangle, we have, $AO^2 - OC^2 = 10,000$ sq. ft. Then multiplying both sides of this equation by 3.1416 — $AO^2 \times 3.1416 - OC^2 \times 3.1416 = 31,416$ square feet.

But $AO^2 \times 3.1416$ is an expression for the area of large circle, and

$OC^2 \times 3.1416$ is an expression for the area of small circle.

\therefore Area of large circle — area of small circle = 31,416 square feet, and this is the area of the track.

Diff. in arithmetic at the proper time is very important and should not be neglected.

Rapidity and accuracy as a rule go together. The old-time "rail-road" examples were a splendid exercise in developing both.

To be "correct in principle," but incorrect in getting results in solving problems is of no practical value. To give any credit in the class room to work performed on such a basis serves only to encourage inaccuracy.

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Western School Journal.....	Topeka, Kan.
Western Teacher.....	Milwaukee, Wis.
Wisconsin Journal of Education.....	Madison, Wis.

THE next State Examination will be held in Columbus, June 25-27, 1901. All communications regarding it should be addressed to W. H. Meck, Dayton, Ohio, clerk of board.

No State Association this year. Ohio should send the largest delegation in her history to the N. E. A., Detroit, July 9 to 12, 1901.

OUR readers will all be interested in the article published this month from our United States Consul at Manheim, Germany. Mr. Harris was for several years an Ohio teacher, and later a member of the Board of Education at Alliance.

MUCH space is occupied this month with the State Examination Questions which are published for the benefit of many of our readers who are greatly interested in them, and with the article on Washington

and Lincoln—Lowell and Longfellow which we hope may be suggestive to teachers in preparing to celebrate the birthdays of these four Great Americans. On this account we have been compelled to omit several excellent articles which we have on hand, and which will appear in future numbers.

WE hesitate very much to advertise "Sister" Bok of the "Ladies' Hum Journal" any more than we have already done in the article and editorial published a year ago, but we can not refrain from quoting the following editorial note from the pen of our good friend, John MacDonald of the *Western School Journal*. Comment is unnecessary:

"Our brethren of the educational press and superintendents everywhere are making life interesting to Edward Bok, asking him for the names of the cities in which, during a school term last year, more than 16,000 children between the ages of eight and fourteen were taken out of school because their nervous systems were wrecked and their minds were incapable of going on any further 'in the infernal cramming system.' Call louder, gentlemen, for in the language of the ancient prophet, perhaps Brother Bok 'is talking, or he is pursuing, or he is on a journey, or peradventure he sleepeth and must be awaked.'"

ACCORDING to the *Chicago Tribune*, Prof. Charles E. Chandler, of the University of Chicago, formerly of Dennison University,

Granville, Ohio, has been saying some very ugly things about the high schools of Ohio in particular, and the teachers and public schools in general. He is quoted as saying:

"The high schools of Ohio are among the worst in the United States. The students who come to the University of Chicago from the high schools of that state do bad work in Latin, worse work in the sciences and those unfortunates who are unable to take those courses and enter the English classes do still more wretched work. The fault lies with the teachers who are incompetent, and with the system which does not try to work in accord with the universities, but goes along in a haphazard way."

It is hard for us to believe that Prof. Chandler is guilty of such an unfair, unjust, and untruthful attack on the schools of the state in which he used to live as is indicated in the language accredited to him, but it may be true that he has joined the ranks of that entirely too large body of college professors and specialists who seem to think that their mission in life has not been fulfilled until they have abused the public high schools to which they look for the great body of their students. It is probably true that there are many poorly prepared students in the University of Chicago, and that some of this number have been prepared in the high schools of Ohio, but it is not true that the teachers in these high

schools are "incompetent," or that in Ohio, the "system does not try to work in accord with the universities." The relations between the high schools and colleges in Ohio were never more harmonious and satisfactory than at the present time, and we regret to hear any statements from college professors reflecting unjustly upon the work of the earnest teachers in the high schools. If some of these critics who are always complaining about the poorly prepared material which comes to them from the secondary schools, would criticise less and teach more, and at the same time cast their eye occasionally toward some of the students who have passed through their own hands, and afterward made a sorry failure of life, they would be more charitable in their judgments, and the general cause of education would be aided rather than hindered by their influence.

**DEPARTMENT OF SUPERINTENDENCE
—N. E. A.**

President L. D. Harvey, of the Department of Superintendence of the N. E. A., has issued the complete program for the meeting to be held in Chicago, February 26-28, 1901. The following is the program for the main sessions to be held in University Hall, Fine Arts Building:

TUESDAY, FEBRUARY 26, 9:30 A. M.

"Gospel of Work."—Superintendent E. G. Cooley, Chicago, Ill. Discussion opened by Superin-

tendent John H. Phillips, Birmingham, Ala.

"Education at the Paris Exposition."—Howard J. Rodgers, Director of Education and Social Economy, U. S. Exhibit for the Paris Exposition.

"Should the Department of Superintendence memorialize the Board of Directors of the National Educational Association to appropriate the sum of \$1,000 for each of the next five years, to be expended in promoting the cause of simplifying our English spelling, under the direction of a commission to be named by this body?"

By vote of the Department at the meeting in 1900 the foregoing question is assigned a place on the program for discussion. Discussion opened by E. O. Vaile, Oak Park, Chicago, Ill. General discussion.

TUESDAY, 2 P. M.

"The Past and Future Work of the Department of Superintendence."—Superintendent J. M. Greenwood, Kansas City, Mo. Discussion opened by State Superintendent Nathan C. Schaeffer, Harrisburg, Pa. General discussion.

"Historical Sketch of the Department" (to be presented in print). Prepared by Dr. E. E. White, Columbus, Ohio, by request of the President of the Department.

"Medical Inspection of Schools,"—W. S. Christopher, M. D., Chicago, Ill. Discussion opened by Superintendent Henry E. Kratz, Sioux City, Iowa.

TUESDAY, 8:15 P. M.

Address—"The Use and Control of Examinations."—President Arthur T. Hadley, Yale University, New Haven, Conn.

away. Yet if God wills that it continue until all the wealth piled up by the bondsman's two hundred and fifty years of unrequited toil shall be sunk, and until every drop of blood drawn with the lash shall be paid by another drawn with the sword, as was said three thousand years ago, so still it must be said, 'The judgments of the Lord are true and righteous altogether.' With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow and his orphan; to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations."

Following are a few of the epigrammatic sayings of Lincoln:

We can not escape history.

Let none falter who thinks he is right.

If slavery is not wrong, then nothing is wrong.

For thirty years I have been a temperance man and I am too old to change.

This government must be preserved in spite of the acts of any man or set of men.

The purposes of the Almighty are perfect, and must prevail, though we erring mortals may fail accurately to perceive them in advance.

I know that the Lord is always on the side of right; but it is my constant anxiety and prayer that I and this nation should be on the Lord's side.

I am profitably engaged reading the Bible. Take all of this book upon reason that you can, and the balance on faith and you will live and die a better man.

The nation has never ceased to mourn the foul deed of the assassin that stilled the great heart forever, and the wail of love in Walt Whitman's poem on the death of Lincoln entitled "My Captain," finds a response in every breast.

O captain! my captain! our fearful trip is done;

The ship has weathered every rock,
the prize we sought is won;

The port is near, the bells I hear,
the people all exulting,

While follow eyes the steady keel,
the vessel grim and daring.

But, O heart! heart! heart!

O the bleeding drops of red,
Where on the deck my captain lies,
Fallen, cold and dead.

O captain! my captain! rise up and
hear the bells;

Rise up—for you the flag is flung
—for you the bugle trills,

For you bouquets and ribboned
wreaths—for you the shores
a-crowding,

For you they call, the swaying
mass, their eager faces turn-
ing;

Here captain! dear father!

This arm beneath your head;

It is some dream, that on the deck
You've fallen, cold and dead.

My captain does not answer, his
lips are pale and still;

My father does not feel my arm,
he has no pulse nor will;

But the ship is anchored safe and
sound, its voyage closed and
done;

From fearful trip the victor ship
comes in with object won.

Exult, O shore, and ring, O bells!

But I, with mournful tread,
Walk the deck my captain lies,
Fallen, cold and dead.

James Russell Lowell in his
"Commemoration Ode" recited at
Harvard, July 21, 1865, pays a
matchless tribute to Lincoln which
we quote:

Such was he, our Martyr-Chief,
Whom late the nation he had led,
With ashes on her head,
Wept with the passion of an angry
grief:

Forgive me, if from present things
I turn

To speak what in my heart will
beat and burn,

And hang my wreath on his world-
honored urn.

Nature, they say, doth dote,
And cannot make a man
Save on some worn-out plan,
Repeating us by rote:

For him her Old-World moulds
aside she threw,

And, choosing sweet clay from
the breast

Of the unexhausted West,

With stuff untainted shaped a hero
new,

Wise, steadfast in the strength of
God, and true.

How beautiful to see
Once more a shepherd of mankind
indeed,

Who loved his charge, but never
loved to lead;

One whose meek flock the people
joyed to be,

Not lured by any cheat of birth,
But by his clear-grained human
worth,

And brave old wisdom of sincerity!
They knew that outward grace
is dust;

They could not choose but
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In that sure-footed mind's unfal-
tering skill,

And supple-tempered will
That bent like perfect steel to
spring again and thrust.

His was no lonely mountain-
peak of mind,

Thrusting to thin air o'er our
cloudy bars,

A sea-mark now, now lost in
vapors blind;

Broad prairie rather, genial,
level-lined,

Fruitful and friendly for all hu-
man-kind,

Yet also nigh to heaven and loved
of loftiest stars.

Nothing of Europe here,
Or, then, of Europe fronting morn-
ward still,

Ere any names of Serf and Peer
Could Nature's equal scheme
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away. Yet if God wills that it continue until all the wealth piled up by the bondsman's two hundred and fifty years of unrequited toil shall be sunk, and until every drop of blood drawn with the lash shall be paid by another drawn with the sword, as was said three thousand years ago, so still it must be said, 'The judgments of the Lord are true and righteous altogether.' With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow and his orphan; to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations."

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The port is near, the bells I hear,
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While follow eyes the steady keel,
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But, O heart! heart! heart!

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Fallen, cold and dead.

O captain! my captain! rise up and
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Rise up—for you the flag is flung
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For you bouquets and ribboned
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For you they call, the swaying
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This arm beneath your head;

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And hang my wreath on his world-
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Nature, they say, doth dote,
And cannot make a man
Save on some worn-out plan,
Repeating us by rote:

For him her Old-World moulds
aside she threw,

And, choosing sweet clay from
the breast

Of the unexhausted West,

With stuff untainted shaped a hero
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Wise, steadfast in the strength of
God, and true.

How beautiful to see
Once more a shepherd of mankind
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Who loved his charge, but never
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One whose meek flock the people
joyed to be,

Not lured by any cheat of birth,
But by his clear-grained human
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And brave old wisdom of sincerity!
They knew that outward grace
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They could not choose but
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In that sure-footed mind's unfal-
tering skill,

And supple-tempered will
That bent like perfect steel to
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His was no lonely mountain-
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Thrusting to thin air o'er our
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A sea-mark now, now lost in
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Broad prairie rather, genial,
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Fruitful and friendly for all hu-
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be certain to buy tickets via these lines.

—The thousands who use Webster's Dictionary are grateful to the publishers, G. and C. Merriam Co., Springfield, Mass., for the new edition of the "International" printed from new plates, and containing 25,000 additional words, phrases, and definitions prepared by a large corps of competent specialists and editors, under the direct supervision of United States Commissioner William T. Harris. "Webster's International Dictionary" is always kept fully up with the times, and is a practical working dictionary for a practical working people.

—Supt. G. D. Smith of Gibsonburg, has resigned to accept a position in the Akron high school at a better salary.

—The Ohio Commercial and Special Teachers' Association will meet in Columbus, Friday evening and Saturday, March 29 and 30, 1901.

—At the recent session of the Penmanship Teachers' Association of the National Commercial Teachers' Federation held at Detroit, J. F. Barnhart, Supervisor of Writing, Akron, Ohio, read a very suggestive and helpful paper on "How to Raise the Standard of Writing throughout the Country" which was followed by a general discussion of the subject, and the adoption of the following resolutions which we gladly publish:

Whereas, No system of writing, whether vertical or slant, will in itself, insure good writing, whether taught by copy-book, copy-slip, tablet, blackboard, or by any other method;

Whereas, The best results can only be secured by earnest, faithful, intelligent teaching on the part of well-qualified teachers;

Whereas, It is a well known fact that a very large per cent of teachers have not prepared themselves to teach this important branch, simply because their Boards of Examiners have not subjected them to as rigid an examination in this as in other branches, but have simply graded them from their manuscripts and have never refused to grant certificates however illegible the writing;

And whereas, It is a great injustice to pupils and to tax-payers to grant a certificate to any candidate who does not sufficiently understand the theory and practice of writing to direct the pupils in the development of the writing muscles of the arm, wrist and fingers, and who is not able to place on the blackboard models worthy of imitation by pupils, and whose manuscripts do not indicate that the character of the teacher's general work would indirectly supplement the good results secured during the regular writing period;

Resolved, That Boards of Examiners should give as rigid examinations in writing as in other branches, and should call to their aid the assistance of Specialists.

Resolved, That to secure the better equipment of teachers, experienced instructors of writing should be employed in every City, State and Independent Normal School,

and also in Institutes and Summer Schools.

Resolved, That in order to secure uniformity and enthusiasm in the graded schools, Supervisors should be employed in all the cities and in townships with town and village schools.

Resolved, That Educational Journals should emphasize the importance of writing and give more attention to methods of instruction.

Resolved, That less and larger writing be encouraged in the primary grades. The twin evils of good penmanship, excessive finger movement and gripping, are the result of requiring children to write when too young to write properly.

No writing except under the supervision of the teacher should be required in the first and second years, but if required the forms should be large enough to allow the children to use the arm instead of the fingers in execution. Such eminent educators as Dr. Hall of Worcester, Mass., declare that writing in the primary grades does far more injury to the child and the child's future writing than it does good. It is not whether children can be taught to write, (draw) but whether they should be allowed, much less required to do so. Children *can* work in factories but our laws wisely prohibit the same.

—The announcement is made that a new publication, to be known as "School Science", is to appear in Chicago in March under the editorship of C. E. Linebarger.

The new journal aims to supply the need that for many years has been felt to exist for a magazine devoted to the interest of science teachers in secondary schools. The

intention is to present the latest and best in methods and apparatus, to report news of interest to scientists, and to offer an opportunity for discussion and interchange of experience. Each branch of science is to be under the charge of one or more associate editors.

—We are under obligations to Supt. Martindale of Detroit for the following information relative to their local organization for the coming meeting of the N. E. A. to be held July 9 to 12, 1901:

The organization of the local committees for the Detroit meeting of the N. E. A. has been perfected, and plans for the entertainment of the visitors are rapidly nearing completion. A committee of representative citizens and city officials has been formed to take general charge of all matters pertaining to the convention. The members of the General Committee are: James E. Scripps, chairman; George H. Russel, treasurer; Daniel J. Campau, chairman Reception Committee; Oliver G. Frederick, chairman Gen. Executive Com.; Hon. W. C. Maybury, Mayor of Detroit; Wales C. Martindale, Supt. of Schools; Edw. F. Marschner, Pres. Board of Education.

Oliver G. Frederick, Assistant Superintendent of Schools, is Chairman of the General Executive Committee and the responsible head of the local organization. All communications addressed to him will receive prompt attention.

The Chairman of the local committees to look after the several departments are as follows:

National Council of Education, James B. Angell, Pres. University of Michigan.

Kindergarten Education, Miss Clara W. Mings, Supervisor of Kindergartens.

Elementary Education, Miss Isabel F. Thirkell, Prin. Pitcher School.

Secondary Education, James H. Beazell, Prin. Central High School.

Higher Education, Clark B. Hall, Prin. Western High School.

Normal Schools, Miss Regenia R. Heller, Head of Normal Department, City Training School.

Art Education, Miss Myra Jones, Supervisor Drawing.

Music Education, Mrs. Emma A. Thomas, Supervisor of Music.

Business Education, Templeton P. Twiggs, Head of Commercial Dept., Central High School.

Child Study, Miss Harriet A. Marsh, Prin. Hancock School.

Physical Education, Miss Charlotte Carne, Supervisor Physical Culture.

Natural Science Instruction, Lewis Murbach, Head of Natural Science Department, Central High School.

School Administration, Board of Education, Edw. F. Marschner, President.

Library Department, Henry M. Utley, City Librarian.

Deaf, Blind, and Feeble Minded,

Miss Elizabeth Van Adestine, Prin. School for Deaf.

National Herbart Society, Miss Ameia H. Dole, Prin. Farrand School.

Manual and Industrial Education, J. H. Trybom, Director Manual Training.

— We are under obligations to Principal F P. Geiger for a copy of the first issue of "The Aurora" to be published monthly by the pupils of the Canal Dover high school. It is a credit to editors and managers, and the school which they represent.

— J. F. Lukens, for so many years superintendent of schools at Lebanon, writes from Jackson, Miss., where he is teaching in the Jackson Classical Institute, that he is "in splendid health, and the best mountain climber in that section."

BOOKS AND MAGAZINES.

American Book Co., Cincinnati, Ohio.,

"Selected Letters of Voltaire." Edited for School Use by L. C. Syms, *Bachelier es Lettres*. Licence en Droit de l'Université de France; Boys High School, New York; Author of "First, Second and Third Years in French." Cloth. 12 mo, 249 pages, with portrait. Price 75 cents.

"A History of Philosophy." For use in High Schools, Academies and Colleges. By Thomas Hunter, M. A. (Glasg.) Flexible cloth, 16 mo, 128 pages. Price 35 cents.

In this little book there is given a simple and succinct account of the lives and doctrines of the great

systematic philosophers and of those ancient and mediæval philosophers who have proposed some explanation of existence or some theory of conduct.

"Heyse's Anfang und Ende." Edited for School Use by Max Lentz, Paterson Military School. Cloth, 12 mo, 105 pages. Price 30 cents.

"Selections from the Idylls of the King." By Alfred Tennyson. Edited by Mary F. Willard, John Marshall High School, Chicago. Cloth, 12 mo, 131 pages with map. Price 20 cents. One of the excellent series of classics issued by this firm.

"Ovid—Selected Works." With Notes and Vocabulary. Edited by Frank J. Miller Ph. D., Professor of Latin, University of Chicago. Half leather, 12 mo, 528 pages illustrated. Price \$1.40. A very attractive edition.

"Earth Sky, and Air in Song." Book I. By W. H. Neidlinger, with pictures by Walter Bobbett. Cloth quarto, profusely illustrated, 127 pages. Price 70 cents. The first of a two book series of exceptionally attractive song books for children.

Ginn & Co., Boston, Mass.

"Foundations of Botany." By Joseph Y. Bergen, A. M., Instructor in Biology, English High School, Boston. The book follows the plan of the author's "Elements of Botany" with the amount of laboratory work on the anatomy and physiology of seed-plants considerably increased, the treatment of spore-plants greatly extended, and the Flora much more complete with a good description of nearly seven hundred species. Mailing price \$1.70.

"The Stories of My Four Friends." By Jane Andrews. Edited by Margaret Andrews Allen. A beautiful story book for children. Mailing price 45 cts.

Houghton, Mifflin & Co., Boston, Mass.

"Murillo." A collection of fifteen pictures and a portrait of the painter with an introduction and interpretation by Estelle M. Hurl. The volume is a valuable addition to the "Riverside Art Series."

"Giles Corey of the Salem Farms." By Henry W. Longfellow. With introductory note and stage directions. Number 146 of the R. L. S.

Silver, Burdett & Co., New York City.

"Business Law." By Thomas Raeburn White, B. L., LLB., Lecturer of Law in the University of Pennsylvania, with an introduction by Roland P. Falkner, Ph. D., Associate Professor of Statistics in the same Institution. The volume presents in an attractive form the elementary principles of law and is a valuable text-book for schools and colleges.

"The Silver Series of English and American Classics." Ably edited, beautifully executed, and substantially bound. The following have been received: "Lancelot and Elaine" and "The Passing of Arthur" by Tennyson, "Sesame and Lilies" by Ruskin, "The Traveller and the Deserted Village" by Goldsmith, "Sohrab and Rustrom" by Matthew Arnold.

"The Silver Series of Modern Language Text-Books." Timely publications. Attention is called to the following: "An Elementary Grammar of the Spanish Lan-

guage," and "An Elementary Spanish Reader" both by L. A. Loiseaux, B. S., of Columbia University.

"The Chatauqua Literary Files" furnish a most complete and convenient way to preserve clippings of any kind, literary notes, etc. The files, ten in a set, come in book form and each one has six strong envelopes, each one constituting a section. On the back of each of these sections is a reference chart which is very valuable. For further information address the manufacturers, The Educational Specialty Co., 154-160 Jefferson Ave., Detroit, Michigan.

Among the literary topics found in the "Atlantic Monthly" for February are "Reminiscences of Huxley" by John Fiske, "The Great Preacher" (Allen's Life and Letters of Phillips Brooks), and "The Last Phase of Napoleon" by Goldwin Smith.

"The Century" for February contains the prize story in the "Century's third annual college competition." It is a romantic tale of Macedonia called "An old World Wooing," and the author is Adeline M. Jenny, B. A., of the University of Wisconsin.

Twenty excellent stories and anecdotes of Theodore Roosevelt, never before printed, and told anonymously by the "intimates" and closest friends of the Vice-President-elect, will be published in the next issue of "The Ladies' Home Journal."

In view of the approaching birthday anniversaries of Washington

and Lincoln, both occurring in the month of February, the new number of the "Review of Reviews" contains an interesting comparative study of these two eminent Americans by Mr. Lyman P. Powell. In place of the regular cartoon department of the magazine there is a remarkable series of reproductions of cartoons of the war period, entitled "Abraham Lincoln in Contemporary Caricature." These cartoons picture the various phases of both the Presidential campaigns in which Lincoln was the principal figure—1860 and 1864—and represent many distinct points of view. As an additional contribution to Lincolniana, Mr. Geo. F. Parker suggests a possible origin of the famous phrase in the Gettysburg address, "of the people, by the people and for the people." He shows that Thomas Cooper, in a book about America, published as early as 1795, made use of the expression, "government of the people and for the people." Cooper died in South Carolina in 1841, an extreme advocate of States' Rights. Mr. Parker thinks it not unlikely that his books may have come to Lincoln's notice in early life.

In "The Forum" for February, President Charles F. Thwing of Western Reserve University, discusses "Should Woman's Education Differ from Man's?", reaching the conclusion that "in condition, in method, in force, in the subject to be educated, in aim, and in content, the education of women and men may be exactly alike; for each is human. But in these six respects the education of each may be unlike; for each is an individual."

THE OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION.

VOL. I.

MARCH, 1901.

No. 3.

THE NEW MAP OF OHIO.

BY J. A. BOWNOCKER.

Good maps in a civilized country are a necessity. In science, engineering, and navigation they are indispensable, while in travel and education they are of scarcely less importance; and generally speaking, a direct relation exists between the maps of a country and the progress of the people residing in it. Thus in Europe we find such countries as England, Germany, France, and Holland already in possession or now preparing topographic maps of the highest order; while other older but less progressive countries are content with what their fathers' fathers used.

The territory of the United States is much larger than that of the nations already named and consequently the task of map construction is proportionately greater and more expensive; but notwithstanding this the government is endeavoring to keep abreast of the progressive nations on the other

side of the Atlantic. The Geological and Geodetic surveys have already prepared maps showing the boundaries of our country, and the Geological Survey is now preparing a topographic map that will include every square mile of territory within the United States proper. For this work the national government expends annually \$150,000, and at this rate of progress it is estimated that the map will be completed in about 75 years.

EXISTING MAPS OF OHIO.

But how about Ohio? Surely it interests us more than any other area of like dimensions on the face of the globe. The question is easily answered. No Geographic Survey of the state ever existed, and no reliable map has ever been prepared. Our best maps are made from data collected from a variety of sources—the best of which are very good, but the poor-

est had indeed. Thus along the lake shore an accurate series of triangles has been run by the Lake Surveys, and on the opposite border of the state a few points have been fixed by Geodetic engineers, but aside from this no accurate work of consequence has been done. Consequently existing maps of our state are faulty in many respects.

Early surveys locating townships and counties wholly neglected the northward convergence of meridians—a contraction of 180 feet per mile. Hence towns are not infrequently located several miles from their true positions, and streams likewise plotted out of their courses.

THE NEW MAP.

The new map of Ohio, for which the start was made by the last general assembly, will be in every respect a great improvement over any in existence. It will be made by the U. S. Geologic Survey which has a corps of engineers thoroughly trained and of many years' experience. The map will be based on a careful system of triangulation, and will be on a scale of approximately one inch to the mile. It will show accurately the location of counties, townships, sections, cities, villages, country residences, streams, canals, lakes, ponds, marshes, railroads, public roads, private roads, tunnels, wharves, mines, quarries, and light-houses. Obviously a map

showing accurately such data will be very valuable.

However, the most conspicuous feature of the map, and the one which gives it the name "topographic" remains to be mentioned. It will faithfully record the surface features, the hills, valleys, plains, etc., of the state.

This will be done by contour lines, each of which will represent the altitude above sea level of the territory through which the line passes and, of course, all points situated on the same line will have the same elevation. The interval between two adjacent lines will be twenty feet, perhaps ten feet in the most level parts of the state. The contours marking elevations of even hundreds of feet will be printed heavier, and the altitudes marked plainly, thus rendering easier the reading of the elevations. It will be apparent to the thoughtful reader that where the land is flat the contour lines will be far apart; where it is hilly, close together; and where a very steep hill or an escarpment exists, they will touch one another. Thus the contours show faithfully the surface features, and with practice these appear as hills, valleys, and plains, much as they would in the ordinary bird's eye view.

In the language of the survey the features shown may be classed in three groups: (1) *Water*, including lakes, rivers, canals, etc.; (2) *Relief*, including hills, plains, val-

leys, etc.; and (3) Culture, i. e., the works of man such as cities, roads, and boundaries. Each of these divisions will be shown in a different color. Thus water is represented by blue, culture works by black; and relief by brown. The combination is pleasing to the eye, and each fact is plainly shown.

The map will be published in sheets of approximately the same size, the paper 20 by 16½ inches, while the map will be 17½ inches in height by about 13½ inches in width, the latter varying with the latitude. The area included on such a sheet is known as a quadrangle, and each will be named from a city or town or some prominent natural feature located on it. Thus we have already complete the East and West Columbus quadrangles, the Ironton quadrangle, and the East and West Cincinnati quadrangles. Where a city is situated so as to fall partly on two or more quadrangles, a new sheet will be prepared with the city in the middle. The sheets are sold at 5 cents each, but when 100 or more are ordered at one time only two cents each is charged. Letters should be addressed to the U. S. Geological Survey, Washington, D. C.

The reader may be interested in knowing that the state bears one-half of the expense of the field work only in preparing the map, and that all other expense is met by the general government. The

great interest of the latter results from the fact that the U. S. Geological Survey is preparing a Geological map and atlas of the entire country, and that these are based on the topographic map. So that in the end we will have not only a topographic map, but also a geological one with an atlas descriptive of the geology of our state.

USES OF TOPOGRAPHIC MAPS.

1st. In engineering: (1) They will be of service in road construction, whether it be steam, electric or public highways; with such maps preliminary routes could be traced in the office, and in this way much time and expense saved. It is thought that these maps will be of special service in building the electric lines which seem destined to form a net-work over the state, but which have only been begun. (2) In improving water supplies of cities; since the maps will show all streams and their basins, thus making easily the determination of the amount of water at a city's command. Since the maps will show the width of the valleys and the nature of the bluffs, they will show the proper points at which storage dams may be constructed.

2nd. In science: (1). To the geologist they will be invaluable, since good maps are the first requisite for successful field work. While they will be of service in all branches of this science it is be-

lieved they will be most helpful in studying the surface geology. (2). The biologist will use the maps in selecting the most suitable places for field work. From them he can determine in advance the territory most likely to contain the plants or animals sought. (3). The student of agriculture will find the maps very helpful. From them he can determine the surface features of every section in the state; the length and width of valleys, the location and areas of marshes, tract, too broken to be much service in agriculture but suitable for grazing, etc. In fact it seems safe to say that the knowledge which can be gained from such maps will be second to that obtained by travel only.

3rd. Educational. From what has already been said it is apparent that the maps will be a storehouse of information to be drawn on by all

seeking knowledge of our state. However, the educational value of the maps will extend to the classroom. At present a great change is taking place in the teaching of geography. Instead of merely describing the earth, the student studies the forces now acting on it and notes the effects produced. From this he soon perceives that even the earth's surface is not a dead mass, but that it is ever changing and that mountains, hills, valleys, and rivers have periods of youth, maturity, old age and then either rejuvenation or death. Students rapidly learn to read the maps, determining the present topographic development, and to some extent the past history and probable future conditions. In many institutions this form of map work now constitutes an important part of a course in Physical Geography.

FRECKLES.

BY J. A. CULLER.

The skin is a thin layer all over the surface of the body. Its thickness varies from one-hundredth to fifteen-hundredths of an inch. It is composed of two layers, the outer one called the *epidermis* and the lower one called the *derma* or true skin.

This epidermis is in turn com-

posed of two layers, the outer called the *stratum corneum* and the inner *stratum malpighii*.

The stratum malpighii is then the second layer of the skin, counting from the outside, and it is to this layer that we desire to call your attention in this article. Here are found the pigment-granules which

give color to the skin of the various races of people and fix the complexion of people of the same race. It is commonly remarked that color is only skin deep, and while this may in a sense be true yet it is certain that color is more than epidermis deep, and those pigment-granules are brought up by migratory cells from the *cutis vera*, or true skin. Color, doubtless, has no deeper seat than this. What one eats or drinks has nothing to do with his color. The same food results in different manifestations, all depending on the character of nature's laboratories in which this material is worked over. The same tree may bear apples of a dozen different varieties, each variety having a distinct flavor, and yet the same kind of sap is carried to all. Just so the blood of a white and black man may be the same and yet the product be very different. There is plenty of material in our blood, which, if worked over into pigment-granules and carried to the surface might make us all black, or yellow, or red, or even green.

Some pigment-granules are present in the malpighian layer of every normally developed person. When these are evenly distributed and lie close together then if they are dark we speak of that one as a brunette. If of a light color, a blonde. If a fair-complexioned person has here and there pigment-granules of a darker hue then these spots are called freckles. The color of these

spots varies from a light yellow, salmon or red to a deep brown. They are most commonly observed in mulattoes, as we might expect. Some pretend to know a secret method of removing these and most of their methods consist in blistering the spot and removing the epidermis in which the pigment-granules lie; the new epidermis will for a time be free from blemish, but, from what we have just said of their origin, it is plain that later the pigment cells will reappear and will be more deeply seated than ever.

Since freckles mostly disappear in the winter season or can be prevented by carefully shielding the skin from sunlight and the action of summer air, some have concluded that difference in color of the various races can be explained as a result of climate. A hot climate will deepen the color of the pigment and a cold climate will allow it to fade somewhat, but there is no evidence to show that a permanent change of color would result from a change of climate for a number of generations.

Just how this difference of color came about has never been satisfactorily explained. It may have been partly due to climate, but probably is more due to natural selection and the survival of the fittest. Fine fur-bearing animals are found in the frigid zones, but it is hard to tell whether this fine, dense fur is a result of the cold or is due to the fact that those animals with

a scant protection would not survive the rigors of the climate.

There is evidence going to show that the office of the pigment in saving its possessor from outside harm has been an important one. Animals of a certain color have been found to have immunity from deadly vegetable poisons. Negroes have escaped the attacks of contagious diseases where white men have succumbed. For purposes of self-preservation, then, the principle of the survival of the fittest would perpetuate this dense pigmentation and, as each race admires most its own color, natural selection would continue this condition even when the need for it did not exist.

Some few people have no coloring matter at all in the skin. These are called albinos. This seems to be a freak of nature and is most common among negroes though there are a few Indian and a very few white albinos. The only difference between these people and others is the entire absence of pigment-granules, which leaves the skin with a pearly and somewhat transparent appearance, the hair white and the eyes pink. The color of the ordinary eye is determined by the character of the pigment there, but if this pigment were wanting then all our eyes would have a pink appearance, from the fact that the numerous blood vessels there would be exposed. There seems to be no rule or law governing this peculiar af-

fection. The children of albinos have been like other children in appearance; in one family every other child was an albino; in an instance where two brothers married two sisters who were their cousins all four of their children were albinos. Those who are afflicted with this misfortune suffer nothing on that account except what comes as a result of their peculiar appearance. Many albinos are as healthy and able-bodied as others.

Other animals are also frequently affected this way; white rabbits, mice, blackbirds, crows, and elephants are all albinos.

A strange and wonderful relation often appears between the color of the pigment in the skin and the appearance of surrounding objects. This relation is usually one of likeness which is assumed for purpose of preservation. The change of color in some animals to suit the color of their surroundings is accomplished in a few minutes, while in others it is the change of centuries. In man there is probably no pigment change to suit the color of the carpet upon which he may stand and yet his blushing is probably something very analogous, and we know that the gaudy dress of the torrid region and the dingy dress of the frigid are a direct consequence of imitation.

Now, some animals are so constituted that the pigment of the skin seems to change color in a very short time, and this too with-

out the exercise of will on the part of the animal. A well known animal of this kind is the chameleon, —a lizard of very sluggish disposition, never making a quick motion except with his tongue when he puts it out six or seven inches in taking his prey. He has no means of active defense, and so, in common with other animals of this sort, seeks preservation in hiding. He hides not by going to objects that have the same color with himself, but by changing to that color. Observation does not verify all the extravagant statements that have been made about these color changes. It cannot change into all the hues of the rainbow any more than it can live on air, as has been popularly believed, but it can assume a variety of shades of color, green, yellow, and reddish which are a great protection to it. For an explanation of the phenomenon we will give a theory further on.

Several varieties of water animals also have this peculiar ability. Mr. C. F. Holder has lately made some interesting experiments with California sculpins. He prepared several tanks of water with various colored bottoms ranging from white to black, and in these placed the sculpins and watched the change which he describes in the *Scientific American*. It is found that these fish, as in the case of the chameleon, are not able to change to any bright hue one may select, but are able in course of an hour

to make themselves quite inconspicuous.

The sculpin in the tank with the white bottom gradually faded out until it might easily be mistaken for an ordinary stone on the white sand. The amount of change, of course, depends on the amount of contrast between the color of the fish and that of its surroundings.

As to the explanation of this, scientists do not agree. In the skin, however, are found certain pigment glands, and it would be reasonable to look to them for our explanation.

Some of these glands contain yellow pigment, some brown, red, green, black or brown, and the same pigment seems to change color under muscular compression; a yellow has thus been observed to change to orange.

The color of the animal would then seem to be effected by the changing or commingling of these various colored pigments at the surface of the body.

It was once supposed that this change was brought about by the light falling upon these glands at the surface of the body, but it has been shown that blind animals of this sort will remain unchanged through all conditions in which they may be placed; this appears to prove that these color sensations enter the body through the eye and are carried by sympathetic nerves to each pigment gland causing it to expand or contract according to

the stimulus from without. This is an involuntary act on the part of the animal.

Much might be said upon this subject, and yet it is comparatively an undiscovered field. When the

facts are all known it will be found to be only another instance of the wonderful linking together of all things that are. Everything has its influence, however slight, upon everything else.

GEOGRAPHY AND HISTORY OF OHIO.

BY F. B. PEARSON.

[The following composition by Bessie Brand of Urbana not only contains much local history of interest and value, but it also serves to show what a pupil who is interested in the study of local history, can accomplish. We hope it may serve as an incentive to other pupils to do similar service for the communities in which they live. — F. B. P.]

URBANA.

It was near the close of the eighteenth century when the sturdy tread of the pioneer was first heard, and emigrant trains, with their canvas-covered wagons, began to flock over the mountains. Many of these early settlers built their log cabins along the banks of the river, "Beautiful," for what better place could they find for homes than the picturesque valley of the Ohio? In a short time the state of Ohio was formed, and divided into counties. Among the first counties settled was our own, Champaign, one of the finest in these United States. Previous to the coming of the white man Cham-

paign county had been the camping ground of some of the most famous of the red warriors. The Miamis, Wyandots, and Shawnees were the tribes which most frequented this section, and among them Tecumseh and his brother, "The Prophet," were conspicuous. But nature had been too lavish in the distribution of natural advantages to let it remain longer in the hands of those who refused to develop, even in the slightest degree, its natural resources, and so, in the year 1805, the county was formed.

Urbana, the county seat, was laid out by Col. William Ward, and the first house erected was a log cabin built by Thomas Pearce on Market street. Mr. Jno. Reynolds built the first frame house on the corner where the Weaver House now stands. Among the first settlers were Jos. C. Vance, Samuel McCord, Geo. Fithian, Zephaniah Luse, William Fyffe, Frederick Ambrose, Simon Kenton, Edward Pearce, John Reynolds, Anthony Patrick, William McDonald, Jos. Carter,

Henry Weaver, Adam Mosgrove, Dan'l. Helmick, and the Bells, whose descendants are some of the best citizens of Urbana to-day. All of the early settlers were men and women of rare good sense, but we of to-day can have but little conception of their mode of life. In no respect are the habits and manners of the people now, similar to those of eighty years ago. Clothing, diet, dwellings, social customs have undergone as complete a change as though a new race had taken possession of the land. In a new country where people are compelled to be their own tailors, cooks, and indeed "Jack of all Trades," it is to be expected that everything will be very rude and primitive. The pioneers of Urbana had for homes what were called "three-faced camps," or, in other words, huts which only had three sides, leaving one side open. Then there was no necessity for having either doors, window, or fire-place, for this open side served for all three. In front of the open side a large log heap was built which served for warmth in cold weather, and for cooking purposes in all seasons. After these "three-faced camps" the cabin was considered a great advance for comfort. These generally had but one large room, with a loft overhead. Here the family lived, and here the wayfarer was made welcome. The loft served for sleeping purposes, and was reached by a ladder secured to the wall. Sometimes

the bed-rooms were separated by sheets suspended from the rafters, but generally the family slept in one room, so that guests had to resort to many expedients to get into bed in the presence of the whole family. All the cooking was done at the great fire-place, and was necessarily simple. For many years the chief food was corn-meal. Their clothing was as simple as their homes. In summer, nearly every one, both male and female, went barefoot. Every household had its spinning wheels, big and little, and as a matter of course did its own spinning, weaving, and sewing. This was generally done at night, the whole family taking part. It was indeed a life of toil and hardships, but it was a life that made men of character.

Culture and learning were for the most part limited to the clergy, yet schools commanded attention at an early day. Just as soon as a sufficient number of pupils could be collected, and a teacher secured, a school-house was erected.

Everything in connection with the school-house was as primitive as their dwellings. The first school was near the road leading to the cemetery. But little is known of this. One of the first buildings was on the corner where Grace Church now stands. It was a log building, and a "pay" school. It was lighted by the one door, and an opening made by cutting out one of the logs reaching almost the whole width of the building. In winter this open-

ing was covered with greased paper to keep out the cold. For seats the pupils used the body of a smooth, straight tree cut about ten feet long, and raised to a height of twelve inches by pins securely inserted. The writing-desk which the whole school used was formed in the same way with longer pins. The legs were often uneven and both seats and desk inclined to "wabble." The New Testament was a common reading book.

Spelling was the study of greatest interest, and spelling matches were frequent. Arithmetic and writing were the other two branches taught. Grammar was rarely taught, probably because the teacher was not proficient in this branch of learning.

One of the first teachers in the free schools was Mr. Bell, an Irishman, who taught in a frame house built on a lot at the corner of Scioto and Kenton Sts., where Evan Patrick now lives. He was an eccentric man. His ordinary salutation was "a fine cold day," etc. Whenever he met one of his promising pupils on the street he took him into the nearest grocery to test his progress by difficult questions. Many of the oldest inhabitants of Urbana now say, "Oh yes, I went to Bell." There is a marked difference between the schools now, and those of sixty years ago. Each year there has been an improvement, and now we have six substantial ward schools, and a high

school, from which about twenty pupils graduate each year. The teachers of the schools are intelligent and efficient, the Superintendent, W. McK. Vance, a brilliant and progressive man.

Any account of the schools of Urbana would be very incomplete if no mention was made of A. C. Deuel, who was superintendent for about forty years, and who did much to raise the schools to their present standard of excellence.

Lorenzo Dow and Jonathan Chapman were both men who had great influence on all the early settlements in Ohio. Many anecdotes are told of their crude ways. Jonathan Chapman was better known as "Johnny Appleseed" because, as he went from place to place preaching, he planted apple seeds at every inviting spot along the road. His principal garment was a coffee sack; he rarely wore any shoes, and if he did it was most frequently a boot on one foot, and a moccasin on the other. For some time he wore for a hat a tin vessel, in which he cooked his mush, but this gave no protection from the sun, and he constructed a hat of pasteboard, with a peak in front, which, combining utility and economy, became his permanent fashion. It was his custom after a day's travels, to lie down on the floor of the hut where he was welcomed, and, after inquiring if they would like "some news right fresh from heaven" read some passage from the New Testament to



"JOHNNY APPLESEED."

Courtesy Ohio Arch. and Hist. Society.

the family, and expound it with rare enthusiasm. He was fond of all animals, birds, and even reptiles, and was pained that in the "heat of his ungodly wrath" he killed a rattle-snake that had bitten him.

The first court met in the house of George Fithian of Springfield. One of the incidents connected with this court was the return of the Sheriff on the writ *capias*, issued against Philip Jarbs and Simon

Kenton, for the recovery of a debt for which Kenton had become surety. The return of Sheriff on writ was, "Found, Philip Jarbs, and have his body in court, found, Simon Kenton, but he refuses to be arrested." We can readily believe that the high regard in which Kenton was held, sufficiently explains why he was not punished.

Simon Kenton was one of Urbana's great men. He is buried now in Oak Dale Cemetery, with a beautiful tombstone marking his last resting place, the work of the great sculptor, John Quincy Ward, an Urbana boy who has become famous. Joseph Vance, the tenth governor of Ohio, was one of the pioneers of Urbana, and did much to make it what it is.

A great convention was held in Urbana in 1840, at which Gen. Harrison was present. A large proces-

sion was formed during the day, which carried flags and emblems with various strange mottoes and devices. Among them was one, "The people is all korrekt," which gave rise to the letters "O. K.," not uncommon now. Urbana's greatest attraction remains to be spoken of, — the cemetery. It is often said of Urbana that the first thing she does for her visitors is to take them to the cemetery. It is certainly a beautiful spot, approached by a drive of willows, which were planted and watered daily by one of Urbana's old citizens, Judge William Patrick, for whom the avenue is named.

Urbana will probably never be a city of great circumference, but a home where culture and refinement delight to dwell — the garden spot of the state.

BESSIE BRAND.

WHAT IS THE GREATEST NEED OF OUR PUBLIC SCHOOLS? — AS SEEN BY THE COUNTY EXAMINER.

BY GEO. W. ALLOWAY.

It is impossible in a brief article for an examiner of teachers to tell what he knows of the Greatest Need of the Public Schools, and yet as I see it, their greatest need can be expressed in two words—better teachers.

This one great need, better teachers, however, depends so much

upon other conditions, that I shall discuss how I believe better teachers may be secured.

I may not have arranged these conditions in the order of their importance, but I am certain that there is a significance attached to each one. County supervision has been discussed in this and other

states for many years. It has its enemies and its friends, and I stand with the latter.

In our country districts, there is absolutely no one to look after the intellectual side of our public schools. A teacher may be an angel in character, a Psyche in form and feature, a Minerva in thought and wisdom, and yet know nothing of the divinely appointed art of developing the minds and souls of children. This teacher means well and does her best, but she is young and inexperienced, and needs the advice, counsel, direction, and encouragement of a wiser and more experienced teacher. County supervision would supply all this and much more, and would systematize the work of the entire county. Township supervision, of course, is better than county supervision, but if we can't have the former we surely ought to have the latter. Personally I think both should be found in every county of Ohio.

Another thing we need is better educated members of Boards of Education. The most intelligent, virtuous, and upright men in a community, should be selected to control the financial and educational interests of its schools; whereas, it is often the most ignorant men, or some political tricksters that are chosen to fill these important positions. Some of these men can't read a common English sentence; they can scarcely write their own names; they can't spell the words

of an ordinary first reader; in geography, they are as ignorant as a certain woman who visited Europe, and, upon her return, was asked if she had seen the Danube. She replied that she had not. She had called upon them but they were not at home. These same men know nothing about the theory and practice of teaching, and have nothing but an empirical knowledge of children or child nature. Yet these same men are chosen to decide as to who or what shall develop the moral and intellectual powers of the embryotic citizens of this nation.

Certainly, not all members of Boards of Education are such as I have just described, for some of the most conscientious and intelligent men of our state are serving as members of Boards of Education and without pay too, except as the consciousness of having done something for the advancement of their fellow beings becomes known to them.

Generally speaking, the most intelligent and business-like Boards of Education pay higher salaries to their teachers. These boards are wise enough to recognize ability, and are willing to pay well for it, and this insures a better class of teachers, and is a third condition that affects our public schools' greatest need.

The average salary paid in Mahoning county district schools is \$30.50 per month. The lowest salary paid is \$23.00 per month. Ten

of the fifteen townships pay less than \$33.00 per month, while the common street laborers employed by the city of Youngstown receive as much for every twenty days' work. What inducement is there for a young man to teach school at \$23.00 per month and be shut up in, as it were, a six by ten schoolroom when he can get \$33.00 for the same number of days and all of God's free pure air he can breathe? Further, the young man must attend school for a term of years at the expense of time and money; he must pass an examination; he must spend money for books and periodicals; he must wear good clothes all the time; he must attend teachers' conventions; he must know, and be able to apply, all the new systems and fads of all the prominent and less prominent educators; and, finally, he must needs carry the burden of school into his dreams and do battle at the lonely midnight hour with the gigantic curriculum, the satanic program of thirty-five recitations a day, and the nymph of unjust criticism.

Contrast this life with that of the common laborer. The common laborer's work is both honorable and important, but he need not even be able to read or write. His clothes cost him much less and will last much longer. Is he compelled to buy books and periodicals that explain to him how he must perform his work? Must he attend any conventions at a cost to himself? When

his day's work is done, is not that the end of it; and is not his sleep that of the sweet infant?

Truly this is a strange contrast, and the teacher's salary should be greatly increased in order that he may have some incentive to remain in the profession.

A fifth cause that would tend to make better teachers is greater and more scientific preparation on the part of the teacher. No one should be allowed to teach school until he has arrived at the age of twenty-one years. It is surprising the number of boys and girls who want to teach, and the number who are hired with the understanding that they may have schools, if they get certificates.

What man having a thousand dollar colt would intrust its care and raising to a sixteen year old boy or girl? Nevertheless there are plenty of men willing to give the moral, intellectual, yes, and the spiritual training of thirty or forty young children into the hands of a beardless youth or a giddy young girl; and yet, are not these thirty or forty children of infinitely more value as citizens of our nation and heirs of heaven, as children of men and beings immortal? However, these same young applicants who are too young, too immature, and too destitute of knowledge come to the examinations and importune the examiners for that which they do not deserve, until, sometimes like the man mentioned in the

Bible, the examiners feel like granting the certificates in order to get rid of the applicants.

The courses of study for one who intends entering the teacher's profession should be so extensive that he would not undertake the preparation unless he meant to make teaching his life-work. This training should include a thorough course in a reputable normal school.

A sixth and a very important cause tending toward better teachers would be a different system of licensing them from the present very unsatisfactory and unjust system of examinations. I would recommend that some school in the county be put under the supervision of one of the examiners, and that each applicant for a teacher's certificate be given the opportunity of teaching in this school for a week or more. In order to enter this school an applicant must have finished a course of study at some school of recognized standing, and must bring with him from the faculty of such institution a recommendation of scholarship, aptness, application, and tenacity of purpose. If his week's teaching develops an ability to apply his knowledge; an ability to impart unto others what he himself knows; and ability to lead others to think, investigate, and act for themselves, I believe he has shown himself to be worthy, and that he should be granted a *life* certificate.

Some may say this plan is not

feasible, but, if an examiner had charge of a five room building, he might turn out twenty teachers per month which is plenty fast enough.

Thus far I have used the masculine gender when referring to teachers, but it was only to avoid pleonasm, for I meant teachers in general.

I approach the next point somewhat cautiously but at the same time with an inner consciousness that I am right; and this is my point: too many young ladies are in the profession only until they marry. Some of the best teachers I have ever known are those ladies who taught for a few years and resigned but it is none the less true that a very large percentage of our teachers teach but a short time, and cannot have the same interest in the work as if they intended to make teaching their life-work. The result is we are continually having inexperienced teachers. The schools are thus harmed, and many who would make teaching a profession are kept out because the positions are held by others.

A seventh cause that would increase our teaching power is the centralization of the schools of a township. I simply mention this, for all are familiar with its workings, or at least with its plans.

And now I leave off as I began, that as an examiner, as a principal, as a teacher, as a parent, I believe the Great Need of the public schools is better teachers; and this

greatly-to-be-desired need may be consummated by the following summarized conditions: 1. Better county supervision; 2. Better educated members of Boards of Education; 3. Greater and more scientific preparation on the part of teachers; 4. Older and more matured teachers; 5. Teachers making teaching a life-work; 6. Higher salaries paid to teachers; 7. A more satisfactory and rational method of licensing teachers; 8. Township centralization.

When the above conditions exist in our state, then will have come

the public schools' millenium for we shall have teachers shod with the preparation of scholastic attainments and practical common sense, teachers who are attuned with the Divine teacher in the development of character and the ability to fulfill the purpose for which each was created; teachers who are consecrated to their great work; teachers who are sanctified by professional zeal; teachers who will be exalted on earth, and glorified and rewarded in Heaven because of the good they have done.

O. T. R. C. DEPARTMENT.

TRAINING FOR MORALITY.

By Ruric N. Roark.

There are about 16,000,000 pupils enrolled in the primary and lower secondary schools of the United States, to-day, for the teaching of whom there are being expended not far from \$200,000,000. I take it to be an axiom that so far at least as public education is concerned,— education supported by a public tax — the only justification of such education is the hope and purpose of making good citizens. It lies in the mouth, then, of not only every taxpayer in the United States but every individual who cherishes hope of a noble ultimate America, to ask, and that continually, "Are the pub-

lic schools turning out good citizens?"

I am not a pessimist — Heaven forbid! — but as I go about here and there, and read a little between the lines of much of our school-laudatory reports, I am forced to say, as my honest conviction, that the tide of immorality in this land although actually falling as regards the real shore-line of human civilization, is yet gaining upon the work of the schools. I am fully aware that such a statement is unpopular, but that does not affect its truth. How can it be claimed that the schools are at all doing their duty when we see in even the journals that have no title whatever to the

term "yellow," daily and weekly chronicles of footpads and sand-baggers in Chicago, race riots in New York City and in New Orleans, mediæval burnings-at-the-stake in South Carolina and in Colorado, reckless taking of life by Kentucky feudists and the confirmed practice of torturing aged people in Ohio to get them to yield their life-long savings? Any mere headline skimming reader can see that crimes differ neither in violence nor in premeditated wickedness in the different parts of the country. The differences, when any exist, are differences of motive. No section can now point to another in this matter without getting a justifiable "you are another" hurled back.

But not only are there startling outbreaks of the worse crimes, but there seems to be a steadily flowing and thickening stream of lesser offences — if one may rightly use the words "worse" and "lesser" in speaking of crimes. The stealing by officials, high and low, the vagabondage, the inefficient civism, the lapses from personal virtue — all these make most unpleasant reading and thinking, so unpleasant that we are wont to shut our eyes and mouths about them, and gloss them over with "not so bad as the papers make out," "a lot of foreigners," "incidents of city life," etc. But that is cowardly. To offset just the difficulties these excuses denote is

the prime business of the public school. And it is failing to offset them. Carefully compiled statistics correlating literacy and crime are not available yet; but anyone can convince himself by a little research that the percentage of crime in states that have a low rate of illiteracy is quite as great, as in the states that have a high rate of illiteracy. The crimes differ in motive, as said above, but not in violence.

A good minister in the State of Washington wrote to me a little while ago asking why I had not said something of religious training in "Method in Education." I may as well confess that one reason is that I did not know what to say! I think it would be very hard to write an acceptable chapter on methods of religious training. It is hard enough to say anything that ought to be said as to the "how" of moral training. That last remark of course suggests the query as to whether there can be morality without religion. Certainly there can be, but a non-religious morality is at best a pagan morality and is not apt to stick — it peels off too readily. I have no hesitancy in saying that it is the business of the State to put religious influences into the public schools, differing in different places, of course, but fundamentally the same everywhere, because all religion is fundamentally the same — resting at last on

the Godhood of God and the brotherhood of man, and on these only.

But the public schools must go a little further in the matter of moral training than we usually think is indicated by the term "moral." A man may be wholly honest regarding money and facts, as between himself and his individual fellow-man; he may be a model in his family; he may be personally chaste, — and yet in spite of all these be an *immoral citizen*. And we have seen that the justification of the public school is civic morality — good citizenship. Under our form of government, when things get into the shape they do in New York City, for instance, not to mention less notable cases, any voter who is well enough to go to the polls on election day is *particeps criminis* in whatever wickedness is going on in the city. In the United States we can, as a whole people, in city or state, have any kind of law and order we want.

So far I have not said much about my subject. Nor can I. I only know that the public schools must be equipped with teachers who will, some way, turn out boys and girls who shall grow up into men and women of courteous bearing, good manners, personal honesty and cleanliness of life, and who shall be willing and able, as the result of their school-life, to see that no harm comes to the Republic.

SIGNS AND SEASONS No. 2.

By J. J. Burns.

If now any good friend of Burroughs shall say that his lucid prose may well be read without note or comment the response is ready and it expresses a hearty concurrence.

My intention is, however, to turn the leaves of the book, skip freely, talk a little about a passage here and there, with the hope that the members of the department will find the articles not altogether lacking those qualities which make such writing worth one's while to read.

On pages one to four we have a plain sermon on the gospel of staying at home, but of learning therewithal the fine art of seeing things go by. Our author has faith that if he remains quiet on the Hudson, Florida will come to him. What poet said to the dandelion:

"Thou art my tropics and mine Italy;
To look at thee unlocks a warmer clime"?

P. 4.—"The birds that come about one's door in winter * * * what a peculiar interest they have!" Verily. Here they are. A frequent chickadee and downie, jays every day, an occasional nuthatch, and several times lately a pair of redbirds, the male, in full whistle.

"Venus was like a great lamp in the sky." This fifteenth day of January, when I looked from my window at some minute between five

o'clock and six, the same heaven's lamp was burning not far above the horizon and considerably to the winter side of the east point thereof.

P. 9.—The dandelion's mode of sowing—"a curious instance of foresight" in a weed. This is hardly in tune with a conclusion on page 13: "No discrimination on the part of nature that we can express in the terms of our own consciousness."

P. 11.—"Nuts (acorns) all anchored to the earth by purple sprouts." When we left our last home there were trees two years old from acorns which, lying on the surface, had let down a radial anchor. Their closeness to the foundation wall had, perhaps, saved them from the fatal frost.

P. 17.—"Propolis."—this sentence is given in the Century Dictionary to illustrate the meaning and use of the word, in which direction it does not go far. However, we are referred to "bee-glue," a substance made from buds by a recipe handed down by some early bee, one of its uses being to fasten the comb to the walls of the hive or the "gum."

P. 19.—"Because the young cuckoo," etc.

And, being fed by us, you used us
so
As that ungente gull, the cuckoo
bird,
Useth the sparrow * * *
For fear of swallowing.

P. 26.—"Bryant"—

Sweet flower, I love, in forest bare,
To meet thee, when thy faint perfume
Alone is in the virgin air.

P. 28.—"A spot of arbutus"—Dame Flora, it would seem, had none of this dainty flower to spare when she set out this valley of the "Miami of the Lakes," and pity 'tis.

P. 31.—"How insignificant appear most of the facts * * * until they are put through some mental or emotional process." I once heard that great scholar, W. H. Henkle, say: "The most interesting fact concerning a fossil or a comet is that some *man* has read its stony lesson, or calculated its vagrant orbit."

"Wordsworth's lines"—in Tintern Abbey—the printer has dealt unfairly by the quotation.

P. 33.—"They have an added charm," etc. Of course this is a matter of taste, and "*de gustibus non*," but it seems inconsistent with the esthetic doctrine of *Each and All*, and I side with the poet. The bird's song lost its pleasing quality, and the shell became an offense to the sight, because Emerson had not brought home the alder bough, the river and sky; the sun and the wild uproar. Perhaps the common things named by Mr. B. give more pleasure, swaying in the wind as they stand by the roadside, embroider the meadow, or follow "it down some trotting burn's meander," than when they peer over the edge of a choice glass vase upon

their well-dressed neighbors in the parlor.

What a beautiful idyl of the Pine we have here in Chapter II!—the pine's way of life and never forgotten purpose to mouat; the stealthy mode in which it lays off last year's foliage for this; its look of permanence in the midst of things that hasten to decay; a pine wood the fit place for an altar to the Goddess of Silence.

"The pine and all its tribe look winter cheerily in the face," etc., page 40, is a paragraph which B. calls "a little tall talk." One phrase of it makes a body think of Shylock, and in the next, imagination measures Milton's tree hewn on Norwegian hills to be mast of some great ammiral.

The pine woods is the nursing mother of "virile barbarians;" for example, our parents, many leagues up the ancestral stream.

Here we have a ramble into the outskirts of American poetry, and our guide points to an occasional pine—this to show Mr. Wilson Flagg that he has mistaken, p. 42. But if this pleasant writer did not find the white pine in history, poetry, or romance, he was on familiar terms with it in the woods: "We have sat under its pleasant shade in our pedestrian tours, when weary with heat and exercise we sought its coolness, and blessed it as one of the guardian deities of the wood. In our evening rambles we have listened underneath its

boughs to the notes of the green warbler, who selects it for his abode, and has caught a plaintive tone from the winds that sweep through its long sibilant leaves." There is much more of this in, "A Year Among the Trees," which book is worthy to stand on your shelf along with the same writer's "A Year With the Birds." They are published by the Educational Publishing Company.

That "green warbler" calls up another one. As I was strolling along the edge of a grove of cedars down near the Tennessee border last July a bit of green seemed to fall out of a low scrubby tree to the ground, then in a flash picked up a badly battered moth and was off. It was not looking for me under that tree I think.

OUTDOORS AGAIN.

I would have the teachers of my children's children have a knowledge of Nature that would put my teachers to the blush. With the present helps and stimulus they should blush in their own right if they have it not. Surely they should know the common flowers of wood, field, marsh; noting their time of bloominig and mode of life. Surely they should know the common birds, noting their ways of housekeeping, their coats of many colors; able to recognize by its song the song-sparrow, oriole, yellow throat, redbird, thrasher, che-wink, thrush, as readily as the

robin and bluebird and wren; ready to meet them upon their return in the spring, meanwhile growing better acquainted with those who spend the winter with us. Not seldom am I told that some bird "has come" which has not been away.

Surely they should know that spreading tree,

"And thorny balls, each three in one,"

without its having a village smithy under it; should recognize that great gray trunk with the "giant branches" to toss and shower down acorns, without being personally assaulted thereby; should be no stranger to that monarch, with the mighty blossoms striped with green and yellow, without detecting, high up amid the branches, the nest full of hungry and clamorous eaglets, or catching a glimpse of the sympathetic Joseph, watching for the mother-bird's return, from the sea-shore, that he might

learn a lesson and attach a moral to the tale. Surely they should so consider the heavens as to be "in league" with all the finer constellations, especially those that never set, never soil themselves with the touch of earth's horizon, and those through which the sun makes his annual course, by no means forgetting to keep track of our neighbor planets.

This line of nature study is so easy that the prevalent ignorance therein is shameful. For the sake of an example—no I will not point to the example,—but did you suppose that the writer of books for innocent children would tell them there is a star that, every night in the year, in its circuit around the pole, comes at the same hour, midnight, to the northern horizon? The latitude of the looker-up and the trifling matter of the earth's revolution about the sun must be wiped off the slate in solving this celestial clock question. B.

HELPS, HINTS, AND SUGGESTIONS.

LANGUAGE LESSON ARRANGED FOR THE FOURTH READER.

By Edna Palmer.

[At times when I have been working in summer schools and in institutes I have found that young teachers had a most enthusiastic interest in lessons prepared for teach-

ing by pupils in my Normal school. So it seemed to me advisable to edit one for publication in the MONTHLY. Of course, it is not supposed that pupils will always give the answers written in the outlines. Our students sometimes insert supposed answers from pupils

merely to furnish something for the teacher to work on. I think sometimes it is a greater incentive, to young people, to effort of the right kind to see what other young people are doing than to see the work of older and more experienced teachers.—M. W. S.]

THE STORY OF A DROP OF WATER.

Objects of the lesson:—To teach the children to observe the changes in Nature, the economy of Nature, and to express what they see in clear, simple language.

Materials used in presenting the lesson:—Carey's Autobiography of a Drop of Water.

Mental pictures of the ocean, cloud, mist, fog, rain, hail, sleet, and snow.

Method of presenting:—How many of my children have seen the ocean? Well, Jack, since you have, tell us about it.

That is well done. Now let us take one drop from this ocean and follow it through all its changes.

This little drop of water was in the ocean with a great many others. One day the sun shone so bright and so hot that the little drop was lifted out of the ocean and taken up in the air; not as a drop of water, but—what?

Pupil: In the form of vapor.

Teacher: Some of you ask "what is vapor?" How many of you have seen the steam coming from the spout of a tea-kettle? Well, that is vapor.

This little drop of water became steam off of the ocean but we could not see it as we can the steam from the kettle. This vapor was carried up until the air began to get cooler. Then it became mist, for cold air condensed the vapor again, just as a cool stick held in the steam of a tea-kettle will become wet. How many have seen mist? How many know what it is? When mist comes very near the ground what would we call it?

Pupil: Fog.

Teacher: When it is very high up in the air?

Pupil: Cloud.

Teacher: Our little friend, the bit of vapor, was carried up and became part of a cloud. The cloud moved and finally came to a place where a wave of cold air struck it. The vapor was cold, shivered, and became a raindrop. Then this little raindrop fell with a great many others down upon the earth. Can any one tell me why it did not stay up in the air instead of falling? When it was vapor it expanded and was very light, but when it became cold the little particles of vapor came very close together and became heavier, so that the air could not hold it up any longer. If this rain in falling had passed through very cold air it would have frozen and would have fallen as what? What do we call frozen raindrops?

Pupil: We call it hail.

Teacher: But if the cloud had been in very cold air the vapor

would have frozen or crystallized and instead of rain or hail we should have had snow. How many have seen the pretty, regular figures in a snowflake? Next time the snow falls catch a flake on your black mitten and see the beautiful crystals.

If the snow in falling passes through warm air part of it will melt and rain and snow will fall together. What do we call it when rain and snow fall at the same time?

Pupil: I think it is sleet.

Teacher: Now I have told you about this little drop of water in how many forms?

Pupil: Water, vapor, mist, cloud, rain, hail, snow, and sleet.

Teacher: Now, Tom, tell me how the raindrop gets to be part of a cloud. Good. And, Mary, why does it fall as rain? Yes, that's right. I want some one else who has been listening to tell me about snow, another about hail, another about sleet.

Some day soon we shall talk about water which freezes and covers our pond with ice, and again of the water which springs from the ground and is such good, cool, clear drinking water.

CURRENT HISTORY.

By F. B. Pearson.

The marriage of Wilhelmina, Queen of Holland, on February 7 to the Duke of Mecklenburg-Schwerin was celebrated with great demonstrations of pleasure. For a

time the union was not universally favored by the people, but this feeling has apparently vanished, and the marriage was the occasion for great rejoicing. The Queen has won the hearts of all her people and her reign bids fair to be most prosperous and happy. She is now the only actually ruling queen. Of seventy-four heads of governments in the world twenty-two are presidents, fifteen are kings, and six are emperors.

* * *

On February 4 was celebrated the centennial of the accession of the celebrated John Marshall to the office of Chief Justice, and many high tributes were paid to his memory by eminent jurists and statesmen throughout the country. The law courts were closed and all public legal business was suspended in honor of the occasion. It will be recalled that the old Independence bell, around which hovers a halo of patriotic sentiment, was cracked while ringing on the occasion of the funeral of the great Marshall.

* * *

The great Salt Lake is said to be in imminent danger of drying up, the drain upon it being due to irrigation requirements. We are informed that the plan suggested by Mr. Marcus E. Jones to build a canal from the headwaters of the Snake river, and thus bring water into the Great Basin to replace the waste by evaporation is meeting with general favor. The Utah leg-

islature is expected to take up the matter at this session. The agricultural sections of Utah are threatened with disaster unless something is done soon. — *Science*.

* * *

Harvard leads the American colleges in the number of students. The *World Almanac* credits her with 4,288 students, 496 instructors, and an income of \$1,376,672. The same authority names forty-four American universities or colleges, each of which has more than 1,000 students. The list of them includes fourteen institutions which have more than 2,000 students, and six which have more than 3,000. The six are: Harvard, 4,288; Michigan, 3,700; Minnesota, 3,410; Georgia, 3,295; Chicago, 3,183; and California, 3,025. Northwestern university (Illinois) has 2,971 students this year; Cornell, 2,776; Pennsylvania, 2,567; Yale, 2,542; Columbia, 2,521; and Princeton, 1,302. The whole number of persons who are getting education in our schools and colleges is put at 16,738,363.

* * *

A Rubinstein museum has been established at the St. Petersburg conservatory. The walls are covered with portraits and pictures of the houses where Rubinstein lived and labored. Among the more personally interesting objects are the hat and the cane of his last years, a cast of his right hand, and his familiar enamelled white grand piano.

The most interesting picture is a photograph of the year 1852. The best bust is a life size marble figure made in his old age. There is also a marble bust of Helen Pavloff. One of the most costly articles is a complete writing table set in the celebrated gold enamel ware of St. Petersburg.

* * *

The accepted topography of the Roman Forum has recently received a severe shock from the discoveries of Signor Boni. The foundations of the rostrum of the Cæsars have been found near the capitol some distance from its supposed position. Furthermore, a fourth *cloaca maxima* has been discovered. By joining the so-called *cloaca maxima* with the present main sewer of Rome, Signor Boni has been able to prevent the flooding of the Forum when the Tiber is high, and to explore the sewer itself. This exploration has brought to light three other *cloacae*, all older and larger than the famous one. The examination of the fourth sewer, which has been closed for two thousand years, was to have been made last month. The results will doubtless be made public soon.

* * *

Among recent export shipments from American ports were 400 freight cars for government use in Chili, 63 passenger coaches for government use in New Zealand, 15 locomotives ordered by the Cape government in South Africa and a

complete dredging outfit for a company which operates on the west coast of Africa. One of the great steel companies has just entered into a contract with the Japanese government for 10,000 tons of steel rail.

* * *

The extent of the empire over which the new King Edward VII of England and emperor of India will reign exceeds that of any monarch of the present time or perhaps of any time. Exclusive of Egypt, the area of his empire is 11,773,000 square miles; including Egypt, about 13,000,000 square miles, or much over one-fourth of the land surface of the globe. The wealth of the United Kingdom alone, apart from that of India, Australia, Canada, and other possessions, is about \$60,000,000,000, or second only to that of the United States. The population of the empire aggregates some 400,000,000, being comparable with that of the empire of China. Its shipping equals that of all other countries put together, and its commerce and navy are by far the largest. The capital of the empire is the world's money center. — *Baltimore Sun*.

ARITHMETIC.

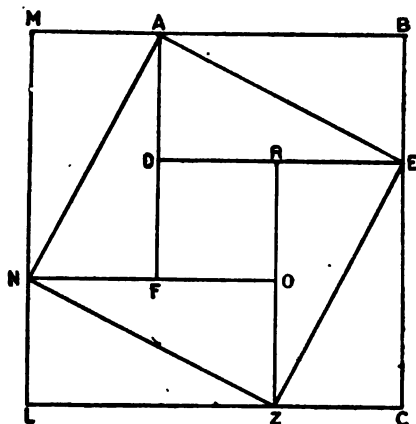
By Ed. M. Mills.

[The following solutions to problems taken from the Institute Syllabus on Arithmetic have been prepared by Mr. Mills in response to a number of letters from "anxious inquirers" who are using the

Syllabus, and are also readers of the MONTHLY. In this connection it is a great pleasure to express the gratitude of both Mr. Mills and the editor for the many kind letters of appreciation of his work which have been received.—Editor.]

1. The area of a right triangle is 600 square rods, and its hypotenuse is 50 rods. Find the base and altitude.

SOLUTION.



Let ADE be the triangle in question, right angled at D. Then draw the lines AB and BE completing the rectangle ADEB. Any right triangle may thus be converted into a rectangle whose area will be, obviously, double the area of the triangle, and whose diagonal will be the hypotenuse of the triangle. Hence, the area of the rectangle is 1,200 square rods, and its diagonal is 50 rods. Then suppose four such rectangles to be arranged as shown in the diagram, placing the short side of one against the long side of another forming the square,

AEZN containing the smaller square, DROF. Then draw the three remaining diagonals, EZ, NZ and NA. It may be readily shown to an ordinary eighth year pupil that the figure AEZN is a square. And since AE is 50 rods, the area of the square AEZN = 2,500 square rods. One of the triangles, as AEB has an area of 600 square rods. Hence, the combined area of the four *outer* triangles = $4 \times 600 = 2400$ square rods; and adding this result to the area of the square AEZN, we have 4900 square rods for the area of the square, MBCL. $\therefore BC = \sqrt{4900} = 70$ rods. Then from the area of the square AEZN, subtract the combined area of the four *inner* triangles, and we have

$2500 - 2400 = 100$ square rods for the area of the square DROF. $\therefore RO = \sqrt{100} = 10$ rods. It may now be readily shown that BE or $AD = \frac{70-10}{2} = 30$ rods, and that $DE = \sqrt{50^2 - 30^2} = 40$ rods.

{ The altitude of the triangle AD
= 30 rods, and
the base, DE = 40 rods.

2. Said A to B, I have 8 times as much money as you have; said B to C, I have 2-5 as much as you have; but said A to C, I have \$770 more than you have. How much money had each?

SOLUTION.

Let 5 units = C's money,
2 units = B's money, and
16 units = A's money.

16 units — 5 units = 11 units,
amount A has more than C.
But \$770 = amount A has more than C.

$\therefore 11$ units = \$770, and

1 unit = \$70

5 units = $5 \times \$70 = \350 , C's money,

2 units = $2 \times \$70 = \140 , B's money, and

16 units = $16 \times \$70 = \1120 , A's money.

3. A boy received 570 oranges to sell. He was to receive 11-3 cents for each orange he sold, and was to pay 4 2-3 cents for each orange he ate; he received \$6.88. How many oranges did he sell?

SOLUTION.

$570 \times 11\text{-}3 \text{ cents} = \7.60 , amount the boy would have received had he sold *all*, and ate *none*. $\$7.60 - \$6.88 = \$0.72$, amount lost by eating oranges. $4\text{ }2\text{-}3\text{c} + 11\text{ }1\text{-}3\text{c} = 6\text{c}$, the amount he would lose by eating *one* orange.

$\therefore .72\text{c} \div 6\text{c} = 12$, or the number of oranges the boy ate.

$570 - 12 = 558$, number he sold.

4. Show that 8 must be a factor of the product of any two consecutive even numbers.

SOLUTION.

The product of any two consecutive even numbers always involves the use of the factor, 2^3 or 8; as $2 \times 4 = 2 \times 2 \times 2 = 2^3$; $12 \times 14 = 2^3 \times 21$; $16 \times 18 = 2^3 \times 36$; $26 \times 28 = 2^3 \times 91$. It will thus be seen that 2^3 or 8 is al-

ways a factor of the product of any two consecutive even numbers. Another fact worthy of notice in this connection is the following: The product of any two consecutive even numbers, when increased by *unity*, is always a *square*.

5. B can beat A by $\frac{1}{2}$ mile in a course of 4 miles. C can beat B by 2 minutes, and A by 1 mile over the same course. Find the rates per hour of A, B and C.

SOLUTION.

Let the three men run a race, all starting from the scratch at the same time. When C finishes, A will be just 1 mile behind him, and B will finish the race just two minutes after C finishes. But when B finishes, A is only $\frac{1}{2}$ mile behind him. Hence, A must have traveled $\frac{1}{2}$ mile in two minutes, or $\frac{1}{4}$ mile in 1 minute.

$\therefore 60 \times \frac{1}{4} = 15$, A's rate, in miles, per hour.

$\frac{4}{3\frac{1}{2}}$ of 15 miles = 17 $\frac{1}{2}$ miles, B's rate per hour, and

4-3 of 15 miles = 20 miles, C's rate per hour.

COUNTY EXAMINATION QUESTIONS.

[Each month examination questions from some county in the state will be published for the benefit of teachers who desire to know something of the character of the questions asked in the different counties or who desire to make use of such questions in their own study or teaching.]

Madison County — Examiners, D. N. Cross, Plain City; D. J. Schurr, South Solon; L. C. Dick, West Jefferson.

GRAMMAR.

1. Give a brief sketch of the formation of the English language.
2. Define grammar. Technical grammar.
3. Illustrate by sentences the following clauses: (a) Restrictive, (b) Explanatory, (c) Subjunctive, (d) Appositive.
4. Write a sentence containing two subordinate clauses—one adjective clause and one objective clause.
5. Give the proper uses of *shall* and *will* in the different persons.
6. Construct a sentence containing *than* followed by a pronoun. Parse *than* and the *pronoun*.
7. Write the feminine plural of bachelor, youth, beau, nephew, earl, host, and Mr. Jones.
8. Conjugate TO LIE (recline) and TO LAY in the indicative mode, active voice.
9. Classify phrases giving an example of each.

GEOGRAPHY.

1. Describe and account for the climate of eastern Europe.
2. How were the Great Lakes formed? How may lakes become extinct?
3. Is either pole in darkness? If so, which one, and how long will it remain in darkness?
4. Bound Oklahoma. Give capital and principal products.
5. Why has the eastern continent monarchical forms of government and the Western continent, republics.
6. Name the predominant

mountain system and the culminating point of each grand division. 7. What is the international Date Line? In practical use why is it not a straight line? 8. If the Nicaragua canal were completed, name the principal articles of commerce that would pass through it, giving the direction of each. 9. What causes earthquakes? Volcanoes? Tides? Waves?

PEDAGOGY.

1. What does the art of spelling include? 2. When should the child begin to form the habit of observing word forms? 2. What should "information talks" include? How should they be given? 3. What are the observational sciences. Experimental? Why this distinction? 4. What are the natural sciences? What other kind? 5. How does nature study enrich the inner life? 6. What improvements do you note in the recent methods of teaching geography as opposed to methods a generation ago?

ARITHMETIC.

1. I can travel 40 miles in 12 hours; how much faster an hour must I go to do this in 10 hours? 2. A's money is $\frac{3}{4}$ more than 2-3 of B's, and 3-5 less than $\frac{3}{4}$ of B's; how much has each? 3. Bought goods on 4 months' credit; after 7 months I sell them for \$1,500, $2\frac{1}{2}$ per cent off for cash; my gain is 12 per cent, money being worth 6 per cent; what did I pay for the goods? 4. I borrow of A \$150 for six months

and I afterward lend him \$100; how long may he keep it to balance the use of the sum he lent me? 5. A receives \$57.90 and B \$29.70, from a joint speculation; if A invested \$7.83 1-3 more than B, what did each invest? 6. A, B, and C share \$50 so that A has $\frac{1}{3}$ of B's and C 2-3 of A's and B's together, find C's? 7. A man did 75 per cent of a piece of work in 12 days then called an assistant; if they finish it in 3 days, what per cent of the man's work was the assistant's? 8. A hemispherical bowl, diameter 1 foot and a cylindrical pan of equal diameter and volume, were exposed to the same rain fall and both filled; get the depth of the pan.

U. S. HISTORY AND CIVIL GOVERNMENT.

1. What connection, if any, did the occupancy of Constantinople by the Turks in 1453, have with the discovery of America by Columbus? 2. What was the Whiskey Rebellion? Why was the result of such vast importance to the future history of the United States? 3. How was the "Missouri Compromise" repealed? What was the "Wilmot Proviso?" Did it become a law? 4. What led to the formation of the "Free Soil party? Which was the last of the "Original Colonies" founded? 5. Give the title of the present Sovereign of England? What was Mason and Dixon's line? 6. What was the Dred Scott decision? Why important? 7. "Con-

gress shall have power to grant letters of marque and reprisal." Explain. Define "Eminent Domain." 8. What is known in history of the U. S. as the "Critical Period?" Why? Define government.

PHYSIOLOGY, HYGIENE AND NARCOTICS.

1. Is tobacco a food? Why? Tell how alcohol affects a nerve. 2. What is the effect of alcohol upon the pepsin? How does tobacco affect muscles? How is the effect shown? 3. Explain how reflex acts may be harmful; how self control may overcome this harm. 4. Define *gland*. Give the composition of the blood. 5. What are the organs of the nervous system? How and where is the heat of the body generated? 6. Describe a *nerve*. Of what is the *thoracic duct* composed? 7. What is the *portal circulation*? What is insanity? 8. Why does a wound become swollen? Name the principal juices supplied for the digestion of food.

ENGLISH GRAMMAR.

By A. F. Waters.

Participles — Participial Nouns — Participial Adjectives — (Continued).

16. The Participial Noun is an Abstract Noun ending in "ing." That which is presented by it is *not an action*, but something taking its name from the verb.

17. The Participle with the construction of a Noun expresses ac-

tion or state of being, and the concept or the idea expressed by it is used substantively.

THE PARTICIPIAL NOUN.

18. When the participial form takes the modifiers of a Noun (excepting a Noun or Pronoun in the possessive case) and has none of the modifiers of the verb, the verbal nature is wanting, and it is a Noun. For example:

Who has not heard the *crying* of children?

We heard loud *calling* in the neighborhood;

Continued *dropping* wears away a stone;

Wit is folly, unless a wise man has the *keeping* of it;

They heard the *shouting* that disturbed us.

The adjective modifiers in these sentences clearly point out the noun properties of the words limited. No action is expressed.

19. But Participial Nouns like other Abstract Nouns are not always modified, and, there being no valid reason why they should be, any classification based upon modifiers is arbitrary and mechanical. Classification of words into parts of speech should be based upon *meaning and use*.

In the absence of modifiers that determine or point out noun properties or verb properties, we must be guided by the meaning as to whether a word is a Participial Noun or a Participle.

20. In the following sentences the Participial Nouns are not limited:

He learned *engineering* [teleg-raphy] when young;

Manufacturing [Agriculture] is the principal occupation in Massachusetts;

Plowing [Harvest] was begun early;

Her appreciation of *singing* [music] has not been lessened;

Whispering [Recess] has been forbidden in school.

These Participial forms do not express action; and they are as much real names as the abstract terms following them in brackets. These nouns may be modified by adjectives without any change of meaning; but they can not be modified by adverbs or objects without attributing to them action, which unmodified they do not possess.

21. Compare the use of the Participial Nouns above with that of the Participles with construction of nouns below:

Seeing is *believing*;

By *eating* he lives;

You will oblige me by *waiting*;

It was the means of *displeas-
ing*;

He is slow about *promising*;

Before *replying*, make this correction;

Your *reasoning* is false.

"Seeing" and "believing" are not general names. They express action. They only approach the noun

in that the action they express becomes subject and predicate of is. They have no other qualities of the noun. It can not even be said that such words are the names of action. It is the concept or idea expressed by these participles that is the subject or predicate. In the sentence,

That he hath wronged me doth appear in this,

"That he hath wronged me" is the subject of "doth," but we do not think of saying that it is the name of anything. As with the participle used as a noun, it is the concept or idea that is expressed by the clause that is the subject. These Participles can not be considered as the names of general action. The nearest approach to the "name" of a general action" is in the first example, and even there the action is so evident that it is almost necessary to think of objects. Again, it would be impossible to give any of these words adjective modifiers without changing their use. The modifiers of the verb are readily added. The action is shown in each case, aside from those in first example, by the source of the action being apparent.

THE PARTICIPLE WITH MODIFIERS.

22. When the Participle has any of the modifiers of the verb, its verbal nature is readily seen. Examples are:

1. This depends on *returning* early;

2. *Speaking* much is a sign of vanity;
3. A miser grows rich by *seeming* poor;
4. He got credit for *being* an honest man;
5. He enjoys *living* in the woods;
6. Wit consists in *discovering* likenesses;
7. Perhaps more has been effected by *concealing* our own intentions than by *discovering*, those of others.

"Returning" in the first example, and "speaking" in the second are modified by the adverbs "early" and "much" respectively. "Seeming" and "being" in the third and fourth take predicates, the former an adjective predicate, the latter a noun predicate. "Living" in the fifth is modified by "in the woods," second class adverbial element. The participles in the other examples have objects.

23. The Noun or Pronoun in the possessive case limiting a par-

ticipial form does not determine any noun properties. Words so modified may be Nouns, as in

His spelling was bad;

The *boy's murmuring* did not disturb us;

Their selling was no better than *their buying*;

Or, they may be Participles, as in,

We heard of their *coming*;

Your reasoning was correct;

We have no knowledge of his *being arrested*;

The fruit was of *her gathering*.

24. The possessive forms even limit Participles that are modified as verbs; for instance,

We had not heard of the *boy's passing* counterfeit money;

We had not thought of *their returning* so soon;

Their selling when they did lost them money;

I remember *his pointing* you out to me.

(To be continued.)



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Colorado School Journal.....	Denver, Col.
Educational News.....	Newark, Del.
Florida School Exponent.....	Jacksonville, Fla.
Indiana School Journal.....	Indianapolis, Ind.

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Northwestern Journal of Education.....
.....	Lincoln, Neb.
Ohio Educational Monthly.....	Columbus, Ohio.
Pennsylvania School Journal.....	Lancaster, Pa.
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Teachers' Institute.....	New York, N. Y.
Teachers' World	New York, N. Y.
Texas School Journal.....	Austin, Tex.
Western School Journal.....	Topeka, Kan.
Western Teacher.....	Milwaukee, Wis.
Wisconsin Journal of Education.....	Madison, Wis.

THE next State Examination will be held in Columbus, June 25-27, 1901. All communications regarding it should be addressed to W. H. Meck, Dayton, Ohio, clerk of board.

No State Association this year. Ohio should send the largest delegation in her history to the N. E. A., Detroit, July 9 to 12, 1901.

WE have just received Vol. 2 of the Report of the Commissioner of Education for the United States for 1898-99 which contains many interesting articles and much valuable information. The first chapter in the volume devotes nearly one hundred pages to a very timely discussion of "Education and Crime."

At least two of our exchanges state that the paper they publish is the best in existence. At first

thought, there seemed to be a conflict in these statements, but since each admits that it is true, we presume that no one ought to question it.

THE quotation at the close of this note from a letter to the MONTHLY, dated Mankato, Minn., Feb. 13, 1901, and written by the superintendent of schools, explains itself, and shows that the sentiments expressed by the editor of the "Ladies' Home Journal" regarding the work of the public schools, are productive of harm wherever they are read by parents who do not stop to consider the facts connected with the problem. Many things relating to the management of the schools, false in many particulars, can be read without serious harm by teachers and other persons whose knowledge of the true conditions is such as to enable them to judge rightly, but when such articles are read by an already over-critical public some of whom are glad to discover something real or imaginary to find fault with, harm to the school always results. The editor of the MONTHLY is always glad to do all in his power to aid in defending the schools and their teachers against these unfair and unjust attacks.

"I believe that about a year ago a strong editorial on the subject of over-work in the schools appeared in your journal. I am meeting here considerable of the sentiment ad-

vanced by Edward Bok in the 'Ladies' Home Journal' and feel constrained to combat it. Kindly send me a copy of the number in question."

WE are in receipt of several printed copies of the Report on Course of Study for the Western Ohio Superintendent's Round Table, made to the meeting last November, and signed by W. N. Hailmann, chairman, C. W. Bennett, Horace A. Stokes, and Edwin B. Cox. The committee very wisely recognize the great difference in local conditions which make it impracticable to attempt to provide a course of study exactly suited in all its details to the different localities in the state, and make no attempt to present a formal course. The Report, however, is full of valuable suggestions based upon the following guiding principles assumed by the committee to have received the more or less general sanction of the teaching profession:

1. That the course of study is to open to the child the various avenues of knowledge and skill which in due time may put him into intelligent possession of the knowledge, achievements and ideals of the community, and give him effective control of his growing world of duties and responsibilities.

2. That, on his side of the work, the child should at every point have a direct, personal interest in his studies and exercises, stimulating him to put forth his strongest efforts, and giving him habits of diligence in research and in the prac-

tical application of his growing knowledge and skill.

3. That, on his side of the work, the teacher should sedulously respect the requirements of the laws of physical and mental growth on the part of each child, so that each child may be protected and aided in the acquirement of physical and mental health and vigor.

We are authorized to say that superintendents and teachers desiring a copy of this Report will be promptly supplied upon application to F. Gillum Cromer, Franklin, Ohio.

INDIANA'S new Governor, Hon. W. T. Durbin, believes that partisan politics and education do not work well together, and in his inaugural address, expressed his sentiments in the following language:

"The more I have learned of the results of the non-partisan management of our institutions the more I have become convinced of the practical utility of the methods now employed. While I am myself a partisan of somewhat inflexible temperament in that particular, I cannot but realize that my first duty is to the state. Whatever I may think personally will not be permitted to serve as a rule and guide to my actions officially. I believe in the wisdom and justice of the merit system. I favor rewarding friends who have been my good friends, but I cannot do so by going contrary to the promptings of my conscience. In accepting this office I become in a large measure responsible for the care and comfort of hundreds of wards of the commonwealth whose conditions call for pity and for tears.

Knowing full well these conditions, I can never consent to the indorsement of any proposition purposing a backward step. *Indeed, I am frank to say further that politics should be eliminated from the public schools and that the merit system should be made legally applicable there, also. I realize that this suggestion will be met with objections, but it is only a question of time when that result will be forced to consummation by intelligent public opinion and the progressive spirit of twentieth century civilization. One's worth and usefulness should count for more than reward for party service, even in the management of our schools."*

Prior to his election as governor, Mr. Durbin had held but one civil office, that of member of the school board in his home city of Anderson. Through his influence and that of his colleagues on the board, the schools have been entirely divorced from politics and favoritism of every kind, and the nonpartisan administration of the schools in that city is now firmly established. With such a record on his part, there can be no doubt that Governor Durbin means all that he says in his inaugural, relative to the management of the educational interests of his state, and all who are really interested in the welfare of the public schools are to be congratulated on the reform which seems now to be not only possible but probable.

JOHN CYRUS RIDGE.

John Cyrus Ridge was born April 6, 1841, on his father's farm

near Waynesville, Ohio, where his early boyhood was spent. He obtained his early education in the same country school in which he began to teach at the age of nineteen. He afterward taught at different points in Warren and Hamilton counties, and, for several years, was principal of the Second District School of Dayton. This was followed by a special course in Ohio Wesleyan University, Delaware, where he became a member of the Phi Gamma Delta Fraternity in 1872. When he was twenty-six years of age, he passed the State Examination, and was granted a life certificate to teach in the schools of Ohio. He did not continue the work of teaching, leaving it to accept a position with the firm of Van Antwerp, Bragg & Company, Cincinnati, with which firm, and its successor, The American Book Company, he was connected for more than a quarter of a century. He was married in 1861, and after nearly forty years of happy wedded life, passed away at his home, Nelson Place, Mt. Auburn, January 29, 1901. The funeral took place at Waynesville, the boyhood home, January 31, 1901.

Such in brief are a few of the facts connected with the life of one who had endeared himself to thousands of teachers and school officials who were happy to count him a friend while living, and, now that he is gone, love to recall him in

memory as one who was tried and true.

We first met Mr. Ridge in a Preble county institute, over twenty-five years ago, before we began teaching, and shortly afterward at his invitation, took a drive with him to the little village of Morning Sun, where he had some business to transact for the firm which he represented and from that day to the day of his death, a friendship existed between us which grew stronger as the days and years passed by, and which was characteristic of hundreds of other friendships existing between him and other persons with whom he was associated. We believe that we speak the united sentiment of hundreds of hearts that are saddened by his death when we say that no truer man ever lived than John C. Ridge. No one ever questioned his loyalty to his friends, and no one was more appreciative than he of any courtesy or kindness shown. It was a genuine pleasure for his friends to aid him in every possible manner, and his generous recognition of his debt of gratitude to others was a marked characteristic of his life which did much toward making it possible for him to win and hold friends as few men are able to do.

All who knew him will agree that he was an ideal representative of the firm in whose interests he labored so faithfully for

so many years. He was never lacking in zeal in attending to business, but at the same time was never offensive to any one, not even to those who represented competing firms, in his methods of securing what he desired. That he usually succeeded is well known, but when an occasional failure came to him, no harsh or complaining words ever passed his lips, nor vindictive spirit manifested itself in his actions towards those who had opposed him. The one thing that grieved him was the proof that some one in whom he had trusted, had not been true, but even in such instances, which rarely occurred in his life, he never said or did anything of a revengeful nature.

He was always generous in word and deed, and dearly loved humor which was clean and wholesome. Many who read this will recall, with grateful memories their association with him and some of his friends at meetings held in June of each year for several years past, and many will be saddened by the thought that he can never again be with us on similar occasions. Our last good-bye to him was said in a beautiful southern home in the city of Charleston last July, and it is a pleasure for his friends who were his associates at that meeting of the N. E. A., to remember that his stay in that city was a most delightful one to him, and his good cheer and grateful appreciation of what they were able to do for him, will

long remain to bless and comfort. Our dear, good friend, generous, faithful, tried, and true has gone from us here on earth forever, but all of those who knew him and who still remain to deal with life and its perplexing problems, will, we believe, be truer, braver, better for his influence and example which still live.

THE RELATION OF THE BOARD OF EDUCATION TO THE SUPERIN- TENDENT.

The editor has frequently said to members of boards of education that he had only one suggestion to make to them with reference to the performance of their duties; viz., to apply the same business methods to the management of the schools under their control as they would make use of in the management of business of a private character. This principle, we believe, should guide a board of education in determining the relation which they should sustain to the superintendent who has been employed by them to have general oversight of the schools under their control.

In the first place this would guarantee that the relation should be one of *friendly confidence*, without which, misunderstanding and strife, destructive to the best interests of the schools, must always exist, and with which, understanding and harmony, absolutely necessary to the success of the schools, will certainly result. All successful business organizations act upon this

principle, and no member of any board having in charge the business interests of any company or corporation, would think for a moment of withholding from the superintendent in the employ of such board that confidence which by the very act of his selection is implied. Confidence of this character in their superintendent, on the part of members of boards of education, must be the foundation of all satisfactory relations existing between them. If the superintendent is not worthy of such confidence, he should be dismissed, and, if worthy, full confidence should be given to him in all that he says and does.

It is, perhaps, needless to state that this relation of confidence cannot be brought about merely by the passage of laws requiring it, the opinion of some quite noted educators to the contrary, notwithstanding. Fortunately, some of the most sacred duties of life cannot be prescribed by formal law, and while law can prohibit many things which should not be done, and can provide a penalty for wrong doing, as a rule right doing and a proper regard for the rights of others in granting to them that recognition which is their due, does not result from laws, or rules and regulations.

With this relation of friendly confidence once established, the superintendent is certain to have the recognition which his responsible position warrants. All his

recommendations regarding the election of teachers, adoption of text-books and course of study, and his suggestions regarding the general educational policy to be pursued, should have great weight with the board of education. Not only should the board be guided in their action very largely by his wishes, but all his recommendations should be considered strictly *confidential* by each member of the board. In too many instances, inferior teachers are kept in the schools because of the fact that any action on the part of the superintendent looking toward their removal is certain to be made public by some one connected with the board, and this in turn is certain to be followed by so much criticism on the part of people who cannot know much of the real merits of the case, that no action at all is taken. In the retention of successful teachers, and in determining the gradation of salaries, the superintendent should have a decided influence. As a rule he should be consulted freely in the adoption or change of text-books, and certainly no books should be adopted without his consent. If his character and judgment are not such as to inspire the confidence of the board of education in such matters, they should not permit him to remain in charge of the schools.

To bring about this much desired relation of confidence, it is absolutely necessary that the super-

intendent be capable, active, and *worthy of confidence*. Say what we will about schemes and schemers, it remains true that the influence of all persons who resort to doubtful means to carry their ends, is of short duration, and that plain, straightforward methods, when characterized by sense and tact, usually win. When boards of education fail to give to a superintendent the consideration which the position he holds warrants, it is not always safe to conclude that the board is wrong. Sometimes the superintendent lacks the courage to stand for his rights, and the board is compelled to assume authority which does not really belong to them. Sometimes the superintendent is foolhardy and undertakes to dictate in a tactless manner in matters which do not really concern him or his work, and the board are placed in a position where they feel that they must really defend themselves by assuming more authority than is their due. The superintendent who succeeds with his board of education must be wise and tactful, must know when to talk and when to keep still, must stand firm as a rock when questions involving principle and the best interests of the schools are to be settled, must ever exercise that self-control which is a sure sign of power, and show that courtesy to others which is always a mark of the true gentleman. Fortunate indeed is the board of

education which has such a superintendent to manage their schools, and wise are they when they give to such an executive officer their full confidence and united support.

"THE CENTURY ASSOCIATION."

The "Century Association" is the name of an organization which the editor of the MONTHLY has taken the pains to investigate very thoroughly, and which, after such investigation, he heartily endorses as being worthy of the confidence and coöperation of teachers and their friends. The principal office of this Association is in New York City with a western office at 445 Arcade, Cleveland, Ohio. We have carefully investigated the business standing of W. L. Dixon and A. L. Cary, members of the firm of Dixon and Cary, who have control of the business of the Association, and have on file, in our office, letters and telegrams from some of the most prominent banks and business men of the country heartily endorsing them both as honorable and responsible gentlemen.

The objects of this Association are:

First:—To enable teachers to provide themselves at the lowest possible cost with those publications necessary for the attainment of knowledge and instruction, and to promote the interests of teachers generally.

Second:—To provide for the teachers a means of profitably employing the time intervening be-

tween school terms, to obtain lucrative positions for teachers temporarily out of employment, and to give to teachers whose salaries are inadequate to their needs an opportunity of adding to their income.

Third:—To encourage teachers, by awarding premiums to those whose efforts have been most successful in advancing the interests of the Association.

Fourth:—To provide and maintain in the various offices of the Association free registration Bureaus and to bring to the notice of Educational Officials eligible applicants for positions.

Lack of space will not permit the publication of all the provisions relating to organization, membership, distribution of premiums, registration, etc., but all of these are explained in detail in a pamphlet recently issued by the Association and which can be secured upon application.

The Advisory Board of the Association consists of the following persons all of whom are well known to the teachers of Ohio: President W. O. Thompson, O. S. U., Columbus; Supt. L. H. Jones, Cleveland; Supt. F. B. Dyer, Madisonville; State Librarian C. B. Galbreath, Columbus; and O. T. Corson, Columbus.

As previously stated one of the objects of this Association is to enable teachers to provide themselves at the lowest possible cost with such publications as they may need in their work. It is the intention of

those in charge to place different books within easy reach of teachers and their friends in the near future, but at present special attention is called to the Ridpath Library of Universal Literature, a remarkable work in twenty-five magnificent volumes of great value to all who are interested in the world's great authors and literature, and especially valuable to teachers by whom it will be found a library in itself. The editor has this work in his own library and can heartily endorse the splendid commendations it is calling forth, because of its real worth, from all who have had access to it. Prof. John H. Grove of O. W. U., Delaware, who is so well and favorably known in Ohio, says in a letter addressed to the teachers of Delaware county:

"I take pleasure in recommending 'Ridpath's Library of Universal Literature' in the highest terms. I have carefully examined this great work, and find it a veritable storehouse of gems of the 'World's' Literature. It fulfills all that its publishers claim for it. Comprehensive in scope, accurate in detail, systematic in arrangement, its execution seems faultless. No teacher who expects to keep abreast with the times can afford to be without such a work."

For full particulars regarding the plans and purposes of the Association, and for terms of sale of The Ridpath Library of Universal Literature, address The Century Association, Western Office, 445 Arcade, Cleveland, Ohio.

COMMUNICATION FROM THE CHAIRMAN OF THE EXECUTIVE COMMITTEE, O. S. T. A.

To the Editor of the OHIO EDUCATIONAL MONTHLY:

DEAR SIR:—In view of the fact that the Executive Committee of the Ohio State Teachers' Association at a meeting held during the holidays decided against a meeting of the State Teachers' Association next June, I beg leave to submit the following considerations which, among others, led the Committee to its decision:

When it was decided that the meeting of the N. E. A. was to be in Detroit, the question arose as to the State meeting. If such a meeting should be held immediately preceding the N. E. A. meeting as has been suggested, the Committee discovered that it would be impossible to secure suitable rates without endangering the interests of the N. E. A., especially in railroad matters. The fact that the railroads are more stringent in their rules each year led the Committee to feel that we could not afford to imperil our own future favors by action taken now. The Central Passenger Association assured the chairman of the Committee that it would be impracticable to secure the co-operation of the railroads with the Lake traffic, and secure rates to Detroit with stop-over privileges at Put-in-Bay or secure the same concession to Buffalo for the Exposition.

Upon the supposition that we

should hold the State meeting earlier, it seemed clear that we could secure a rate to Put-in-Bay, but no such concession to Buffalo. It seemed to the Committee, however, that in view of the opportunities offered at Detroit the attendance would be very much reduced at Put-in-Bay and that comparatively few of the teachers could afford to attend both meetings. The attendance at the State meeting hitherto has not been more than enough to pay the necessary expenses. Under the existing circumstances the Committee felt sure it would face a considerable debt with a small meeting. After a discussion of fully three hours in which every detail was suggested, the Committee unanimously decided against the meeting. This was not without regret for some of us who do not expect to attend the Detroit meeting, always attend the State meeting and besides we dislike very much to abandon for the year. It seemed, however, the right thing to do.

W. O. THOMPSON,
Chairman of the Executive Committee.

EDUCATIONAL NEWS.

—When the readers of the MONTHLY see this news item, the editor and his wife, and Hon. Henry Houck, of Pennsylvania, will, in all probability, be on the ocean en route to San Juan, Porto Rico, to fill a two weeks' engagement with Commissioner Brumbaugh in a

series of teachers' institutes to be held in different parts of the island. We greatly appreciate the kind letters which have come to us from so many friends expressing their good wishes, but regret that some one without any authority of any kind has given but the statement that the editor of the MONTHLY has been appointed to a permanent position in Porto Rico, and will remain there indefinitely. While the invitation from Commissioner Brumbaugh to aid him in the institute work is greatly appreciated, and accepted with pleasure, we have no desire to leave Ohio, and we hope to return the latter part of March in good time to issue the April MONTHLY, and to fill all the engagements which we have made for the spring and summer.

—We are under obligations to Supt. S. K. Mardis, of Uhrichsville, for a copy of the new high school course of study recently adopted by the board of education of that city, and planned to meet the demands of students seeking a liberal course with or without Latin, and also the requirements of the best colleges.

—At the last session of the Wyandot County Teachers' Association, the forenoon session was devoted to a discussion of Round Table Topics, and the reading of a paper on "Language in the Common Schools" by I. S. Baker of Harpster. In the afternoon F. E.

Brooks of Upper Sandusky discussed "The Alteration of Ideals" in a very helpful paper, and Prof. S. D. Fess, of Ada, entertained and instructed the audience with a very able address on "The Anglo-Saxon vs. the Cossack."

—"The Ohio Archæological and Historical Quarterly" for January is full of interesting and valuable articles. Three of the most helpful are, "When Did Ohio Become a Sovereign State of the Union?" "State Sovereignty in Ohio," and "Johnny Appleseed." In the editorial department, Secretary E. O. Randall writes interestingly and entertainingly of John Sherman, Burke Aaron Hinsdale, and John Brown.

—The Washington C. H. high school is now represented by a paper known as "The High School Argus." The first number is well edited, and is a credit to the school.

—Supt. J. E. McKean, of Milledale, has issued a circular containing the Latin, English and Commercial Courses of Study recently adopted for the high school of that city. We are glad to note that the circular contains the statement that "the work is of such a character as to require at least two hours of study per day outside of school."

—We note from the *Tiffin Daily Tribune* that Supt. C. A. Krout of that city has arranged for a course of lectures on Pedagogy for teach-

ers and parents to be delivered by Dr. Thomas P. Bailey of the University of Chicago.

—C. E. Budd for seven years principal of the Loudonville high school has been promoted to the superintendency. C. H. Winans, formerly of Plymouth, takes his place as principal.

—There will be a large gathering of teachers at the Tri-State Normal, Angola, Ind., the coming spring and summer. Opportunities to make better preparation for securing teachers' certificates and to do better teaching, and to do work preparatory for University work with a view to getting credits in some leading University, are the principal attractions. Two special classes in grammar taught by a grammarian whose methods are copy-righted will give excellent opportunity for a careful study of this very important branch. There will also be four classes in arithmetic, in one of which no text-book will be used, and much original work will be done. Geography, history, physiology, reading circle work, drawing, and other branches will receive attention, and be in charge of competent and experienced teachers. Such institutions as Chicago University give full credit for work done at Angola. In addition to all these advantages, the physical attractions are the best. The town is beautiful and clean, and there is not a saloon in the county. The

best homes, board and room students, and the rate for furnished room, board and tuition is only \$2.85 per week. The spring term of ten weeks opens April 2, and the summer term of ten weeks, June 11. Students can enter any time. For full particulars, write the President, L. M. Sniff, A. M., Angola, Ind.

—The last report of Supt. C. W. Bennett of Piqua is one of the best we have ever examined. It is sound and sensible in its recommendations, progressive in its tone, and at the same time conservative in its policy. It will well repay a careful reading on the part of any superintendent or teacher. We have space for only a few quotations characteristic of this report. In discussing Semi-Annual Promotions, Dr. Bennett says in part:

Promotions may be made by class marking of daily records, by written examinations, by tests made on reviews, by the judgment of the teacher, or by some combination of these methods.

The daily recitation test is the most objectionable, as it encourages superficial study on the part of the pupils. The marking system takes away the class spirit and the enthusiasm of the teacher. My remembrance, as a pupil, of teachers who followed it, is not grateful. The system of promoting upon examination alone, has the advantage of leaving the teacher free to teach, undisturbed by marks and per cents.

But it has the disadvantage of permitting negligent daily work to be made up by a system of cram-

ming for examination. And yet the difference is decidedly in favor of the examination test, as the teacher is left free to make the recitation clear, firm, and impressive.

Promoting mainly upon the teacher's judgment, has some points in its favor, which has given this method extensive recognition, within recent years. It would give uniform satisfaction if the judgments of teachers did not differ so widely that patrons are not willing to accept them.

The method of promotion in the Piqua Schools is a combination of the examination, the written test, and the judgment of the teacher. Two stated examinations only are held each year upon questions made and sent out by the superintendent. Other written tests are made at other times by the teacher of the grade. The average of these tests counts as much as the regular examination, and upon this basis promotions are made twice a year.

—The Albert Teachers' Agency has moved into their new quarters, suite 927-928, Fine Arts Building, 203-207, Michigan avenue, Chicago, where they shall be pleased to see their patrons whenever they may find it convenient to call.

—The Perry-Muskingum County Teachers' Association held a meeting Feb. 9 at Crooksville, O., at which a most excellent program was given. Supt. G. C. Maurer, of New Philadelphia, spoke on Current Educational Problems, Supt. G. W. DeLong, of Corning, on Books and Reading, Supt. C. L. Boyer of Circleville on The Teachers' Opportunity, and Supt. E. E.

Smock of Dresden on Educational History. The next meeting is to be held at Junction City, March 30. Supt. E. P. Durrant of Thornville is the President of the Association.

*—The Miami Valley Chautauqua, under the splendid business management of F. Gillum Cromer, has been very successful for the past three years, and the outlook for the future is excellent. The recent purchase, by this Chautauqua, of forty-one acres of land, on the Great Miami between Franklin and Miamisburg, furnishes nearly two miles of fine water, and a beautiful, picturesque location passed regularly each day by the Big Four train and seventy traction cars. A new auditorium, 112x140, will be erected, and the best arrangement for cottages, bathing, etc., will be provided. A most excellent program for the coming season has already been arranged, and the cost has been reduced to a very small amount. We advise teachers and their friends who are interested in this work to write F. Gillum Cromer, Franklin, Ohio, for full information.

—By special request Dr. E. E. White delivered his lecture on "Character" before the Teachers' Club in Cincinnati on the evening of February 8. He was warmly welcomed by an attentive and appreciative audience many of whom came forward at the close of the lecture to greet him and renew ac-

quaintance. He appeared Saturday morning before the Principals' Association and later before the Hamilton County Teachers' Association at Sinton Hall to deliver an address on the "Art of Teaching." His addresses were inspiring and drew from those who heard them the most favorable comment. After the address at Sinton Hall he was taken in charge by a committee who led the way to the Palace Hotel where a banquet in his honor was awaiting him.

The superintendent and more than sixty principals and teachers of both city and county schools were seated at the table. After an hour of social enjoyment the banquet closed with speeches by principals and members of the board of education showing the appreciation for the Doctor by those who knew him in his work here. His response was beautiful and showed that he was touched by the kindly spirit manifested toward him.

—The editor greatly enjoyed a visit to Anderson and Kokomo, Ind., February 7, 8 and 9, when he had the pleasure of addressing the teachers, high school pupils and citizens of these two cities including, on Saturday, the Howard County Teachers' Association.

—The Columbus Board of Trade Auditorium was crowded Friday evening, February 15, by an enthusiastic audience of city teachers and their friends who had assembled to

hear Supt. J. A. Shawan's description of "A Summer in Europe." The lecture held the attention of the large audience for nearly two hours, and at its close Supt. Shawan was the recipient of many hearty congratulations. Hon. Tod B. Galloway, Probate Judge of Franklin county, sang a number of beautiful ballads, and thereby contributed to the enjoyment of the evening. The Columbus Teachers' Mutual Aid Association under whose auspices the lecture was given, netted a handsome sum which has been added to their resources.

—The Summit County Teachers' Association met in regular session February 9 at the high school, Akron. Supt. W. M. Glasgow, of Barberton, presided. The following program was carried out: Music by the Association; devotional exercises by Supt. F. Schnee, Cuyahoga Falls; vocal solo by Prof. N. L. Glover, Akron; paper on "Literature in the Rural Schools" by Mr. P. E. Graber of the Akron high school; general discussion on "Reading as it is Taught in the Rural Schools," and "The Most perplexing Question to the Teacher in Rural Schools," by Mr. John Woodling, North Springfield; Mrs. Cole, Akron; Mr. P. E. Graber, Akron; Mr. A. A. McNeil, Bath; Dr. Samuel Findley, Akron; Supt. W. M. Glasgow, Barberton; Mr. Lee R. Knight, Akron; Supt. H. V. Hotchkiss, Akron; Mrs. Eleanor Richardson,

Montreal, and others. The meeting closed with a vocal solo by Miss Inez Shipman.

—The commencement exercises of the twentieth graduating class of the Columbus Normal School were held Feb. 8. Thirty-five young ladies received their diplomas. They were represented on the program by eight of their number who delighted the audience with their well prepared essays on subjects having a direct and practical bearing upon the work of teaching.

—We are very sorry that it is necessary to record the death of another faithful Ohio teacher, Miss Laura Maria Bates of Bellevue. Miss Bates was born in Bellevue in 1842,, and from the time she was sixteen years old until the day of her death, a period of forty-two years, she was employed continuously as a teacher in the Bellevue public schools. On Thursday, February 14, she taught school as usual, and at the close of the day's work a sudden illness which affected her heart came on, and shortly after being taken to her home by her brother, H. C. Bates, Principal of the Bellevue high school, she passed away. Her health had been poor for a number of years, and when she was urged by relatives and friends to give up teaching, so thoroughly did she love her life work, that she expressed a desire not to live a single day after she should be obliged

to relinquish it. The following tribute to her character, taken from an editorial in one of the local papers of Bellevue, indicates the high esteem in which she was held in the community where her whole life was spent in doing good:

She was a woman of the highest character, and there was no task too hard for her to perform for those she loved. She was generous to a fault and did a great deal of good in the world, albeit so quietly that her most intimate relatives never knew of her charitable acts unless they discovered them by accident. Hers was a strong character, and its strength was devoted in many instances to making life happier and better for others. The young people who have grown up here, some of whom have reached middle age, look back with tender memories to her kindly ministrations, and many a silent tear will be shed by her former pupils, now engaged in the various walks of life, as they read of her death.

—We desire to call special attention to the arrangement we have made with the Teachers' Pan-Tourist Company of Buffalo, N. Y., for the accommodation of Ohio teachers and their friends who may desire to visit the Pan-American Exposition the coming summer, the full particulars of which will be found in our advertising department. This company is organized and managed by some of the most reliable school men in the city of Buffalo who will make good every agreement and promise. All who are planning to make this trip

should write at once to F. B. Pearson, Principal East High School, 125 Wilson avenue, Columbus, Ohio, who, in connection with the editor, represents this company in Ohio.

—The third bi-monthly Teachers' Association of Greene County was held in Xenia Saturday, Feb. 9, 1901. The music for the day was furnished by the Osborn High School Quartet and Miss Kauffman, teacher of music in Osborn schools. President A. B. Riker, of Mt. Union College, addressed the large and attentive audience on "The Mission of Culture." He thinks the dominant question of the present is the "financial question." Many nations have gone down under prosperity. The great demand of the working-men for shorter hours has a great philosophical basis. It is the mission of culture to give to people other ideals than this love for money. Inspire young people with the idea that they are greater than anything they can get.

Prof. Eichhorn, of New York, sang two songs, after which he gave a short talk about "The Voice." Very few people speak well from a variety of causes, physical and mental. Correct breathing is the foundation of a good voice. Breathe deeply and slowly, etc.

Rev. Frank E. Peters, of Yellow Springs, in "The Art of Walking," said: "The manner of walking is a key to character. American wo-

men, and men too, are largely in need of this exercise. The ideal life is only a gradual development toward a higher plane."

Pres. T. J. Sanders, of Otterbein University, Westerville, O., gave an address on "The Nature and End of Education." Every act partakes of the nature of the end to be attained. The philosophy that a man holds determines his position on any question. The intellect is perfected not by knowledge but by exercise. Education is the changing of potentialities into actualities, the unfolding of the capacities of the mind.

—We had a pleasant call recently from our good friend, W. C. Warfield who now represents D. C. Heath & Company, with headquarters at Dayton, Ohio.

—The fourth annual session of the Ohio State Association of School Board Members was held in Columbus, February 20 and 21, 1901. The attendance was fair, and included a number of superintendents of schools from different sections of the state. The president, Dr. W. S. Hoy, of Wellston, proved his fitness for the position both by his excellent inaugural address, in which he took a decided stand against politics in school boards, and also in the satisfactory manner in which he carried on the business of the association. Secretary J. A. Williams, of Columbus, made such a satisfactory officer that he was reelected for another year. The president for the coming year is H. S. Prophet of Lima. School Commissioner Bonebrake, in addition to reading a paper on "Needed School Legislation in

Ohio," took an active part in all the proceedings and discussions. The teaching force of the State was ably represented on the program by Supts. J. C. Fowler of New Lexington and E. W. Patterson, of Wellston. We were not surprised to note the absence of Director E. W. Bell of Cleveland who had agreed to read a paper on "What Constitutes an efficient Superintendent?" It would hardly be expected that one who has acted as he has done the past year, would discuss before the public, the topic assigned. He might have brought Supt. Jones of Cleveland with him, and presented him as an excellent object lesson of a thoroughly efficient superintendent. William George Bruce of the "American School Board Journal," Milwaukee, Wis., was present throughout the session, and read an excellent paper on "The Business End of a School Board." We refer all who desire a full report of the meeting to him.

—After an absence from the state of ten years, Dr. and Mrs. Alston Ellis have returned to their former home in Hamilton, Ohio. We are certain that their many friends will be glad to learn that they are to be residents of Ohio again.

BOOKS AND MAGAZINES.

"American Book Company, Cincinnati, O.,"

"Elements of Astronomy" by Simon Newcomb, Ph. D., LL. D., formerly of Johns Hopkins University.

This book states in admirable form the facts and laws of the science which are of most interest and importance, with as little formal mathematics as possible for an in-

telligent understanding of it. It is well adapted for use in high schools.

Rand, McNally & Co., Chicago, Illinois.

"Lights to Literature By Grades," by J. E. Adams, Principal of the Goudy School, Chicago, and Chas. W. French, Principal of the Hyde Park High School, Chicago.

Book Seven which is prepared to provide standard literature for the seventh year of school, and Book Eight which contains complete selections for use in the eighth year.

Charles Scribner's Sons, New York City.

"The Howells Story Book." Edited by Mary E. Burt and Mildred Howells. Illustrated by Mildred Howells. This story book comes in response to an urgent invitation from friends of Mr. Howells among the teachers and school children who have read and loved many of his stories. "Christmas Every Day," "The Pony Engine," "The Pumpkin-Glory," and "The Nature of Boys," are a few of the suggestive topics discussed. Thousands of Ohio teachers who have read with pleasure and profit "A Boy's Town," will be delighted with this book. Price 60 cents, net.

"Herakles, The Hero of Thebes", Adapted from the Second Book of the Primary Schools of Athens, Greece, by Mary E. Burt, and Zenaide A. Ragozin. The title of the book suggests its character and purpose. Price 60 cents, net.

Orange Judd Co., New York City.

"New Methods in Education" by J. Liberty Tadd. A student's Edition abridged from the original

and complete work for use by teachers and students. Books One, Two, Three, and Four of the original are given in complete form. The methods outlined are the result of more than twenty years' work, experiment, and research with thousands of pupils and teachers.

Werner School Book Co., Chicago, Ill.

"The Arithmetic Primer." By Frank H. Hall. An independent number book designed to precede any series of arithmetics.

Eldredge & Brother, Philadelphia, Pa.

"A History of the United States" by Francis Newton Thorpe of the University of Pennsylvania. Designed for Junior Classes in public and private schools. In treating the subject under consideration the author has kept in mind the persons for whom the work is designed, and has made careful selection of the matter best adapted to that end.

George W. Jacobs & Co., Philadelphia, Pa.

"Conrad Weiser and the Indian Policy of Colonial Pennsylvania" by Joseph S. Walton. The author is already known to the teachers of Ohio through "Stories of Pennsylvania, by Brumbaugh and Walton, one of the popular books recommended for the Pupils' Reading Course in Ohio. The volume of four hundred pages is an exceedingly valuable contribution to the early history of our country, and throws much light upon the actions of the Indians in the great conflict between the French and the English. The life and work of Conrad Weiser, a man of remarkable influ-

ence with the Indians, because of his integrity, and ability to grasp the spirit of the Indian language, are described in an exceedingly interesting manner by the author who has devoted much time and study to the subject. We have read the book with great profit, and can earnestly recommend it to all teachers and students of history.

Scott, Foresman & Co., Chicago, Ill.

"The Expansion of the American People, Social and Territorial," by Edwin Earl Sparks, Ph. D., Assistant Professor of American History, the University of Chicago.

This volume, which we have read with pleasure and profit, is a most timely discussion of a topic which is of great interest to all Americans, and especially to those who study American history. The author states in his introduction that "The intention has been to collect the local history of the American people in one volume, trusting that its perusal will inculcate additional reverence not alone for American statesmen but also for the plain people, whose names perish, but whose work remains in the structure of the great republic." In twenty-six well written chapters, containing four hundred and fifty pages, this intention is admirably carried out. In addition to the merit of the book which will in itself recommend it to students of history, the fact that Professor Sparks, the author, is an Ohio boy, who was educated in our State University, and who was for many years, an Ohio teacher and superintendent, will insure for his treatment of an important subject additional consideration on the part of Ohio teachers.

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DR. B. A. HINSDALE.

BY F. TREUDLEY.

[Read before the Northeastern Ohio Teachers' Association, and published by their request.]

It is certainly one of the most pleasing experiences of life to be permitted to watch the processes by which given souls succeed in detaching themselves from their surroundings, and "moving up from high to higher" find at last their abiding place in the heavens to which they aspire.

This pleasure is intensified when such fortune comes to a personal acquaintance, to one with whom we have long been on terms of more or less intimacy, with whom we have conversed, into whose home we have been permitted to enter, whose outer and inner life alike have been freely revealed. Nor does it matter to what degree of excellence he may have attained, whether he has become a star of the first or lesser magnitude, it is alike good and before such completed lives we stand in reverence, grateful because they lived, grateful be-

cause we were permitted to dwell in their presence, grateful because they sustained themselves to the end.

Broken columns are not the sign and symbol of such lives whether lived long or short. True living rather rounds its record day by day, completes each moment the purpose of its existence, justifies the wisdom which called its energies into play, and, whether living or dying, satisfies the mind which contemplates it with that fullness of satisfaction whose finest fruit is the "peace which passeth understanding."

It is not without reason that in former days the movements and positions of planets were watched in the endeavor to ascertain the significance of human life, for a powerful fascination attends upon its mysteries. Two master facts stand out in all places and at all times

when we consider human careers, sometimes like Ebal and sometimes like Gerizim, and in and out of whose shadows come and go these souls,—one Heredity and one the Sovereign Will. The one seems sometimes like a hand of light reaching down through centuries conferring blessings innumerable upon descendants, enlarging, deepening, multiplying, enriching, like some great tide of water along whose courses are found the vales of Avalon, the towns of Camelot. But yet again other hands reach forth with power seemingly as irresistible, hands of leprosy to taint what e'er they touch. Against the one and with the other arise by slow degrees the personal will, the only justification to man of the gifts of life, and in the play of these two forces are to be found all the varied lines and hues of tragedy.

It would take a long time to illustrate this thought from the pages of history or of literature or from one's own personal experience, and it would be a departure from the simple purpose of this honorable duty assigned to me, but nevertheless, these two are the forces of life; but the command to withhold judgment was well given when so much is wrought out in deep obscurity.

But when, finally, out of the mists of life one sees arising into clear significance, and against the azure of the skies, some soul, may be long after its visible form had passed away, like Dante, like Burns, like

Keats, like Lincoln, the judgments of sober thought confirming the doubtful judgments of those in more immediate presence, and when the one in question has seemed to some degree—

"As some divinely gifted man,
Whose life in low estate began
And on a simple village green;

Who breaks his birth's invidious
bar,

And grasps the skirts of happy
chance,

And breasts the blows of circum-
stance,

And grapples with his evil star;

Who makes by force his merit
known

And lives to clutch the golden
keys,

To mould a mighty state's de-
crees,

And shape the whisper of the
throne;

And moving up from high to
higher,

Becomes on Fortune's crowning
slope

The pillar of a people's hope,
The centre of a world's desire;"

all mystery is cleared away, all doubts dissolved, for goodness in personal life is the amplest justification of the "ways of God to men."

I am not the one most favored to speak of Dr. Hinsdale, for my personal relations with him, though somewhat prolonged, could hardly be called sufficiently intimate, nor

toward him were my affections so aroused as to yield the glow possibly necessary to light the picture or impart the due warmth of color. And yet he would be singularly and poorly constituted, who, when a good man, a neighbor, a friend, a helper, had put off his armour, only at the last moment, after a most earnest and valliant warfare, possessed of a character touched by imperfections indeed, but not a taint reaching the inner life, could not feel the force of that life and admire though from afar.

My last words with Dr. Hinsdale were at Hiram immediately after the last address he was permitted to deliver there in June, and the purport of that observation to him,—after expressing my deep sense of appreciation of the noble address to which he had given a most heart-felt utterance,—was to the effect, that while one might not hope to rival such refinement and sense of literary power and expression, such worth of conscious effort there *was* a virtue in appreciative powers to which all might aspire, a virtue singularly efficacious and wholesome.

Concerning Dr. Hinsdale's early life and surroundings I wish to advert briefly to four great influences that worked together to him for good. His people were God-fearing people, among the more early pioneers to this new country. When to a deep and abiding conviction of God's presence there are added the surroundings of a simple but posi-

tive life, wholly lived in compliance with a clean, simple style of thought and feeling, coupled with aspirations for the higher life, fostered by parental wisdom and care, one finds conditions favorable to prolonged effort.

Mr. Hinsdale came from a noble home. He was fortunate in this great gift. It was a home, I should say, somewhat Puritanic in its views of life and convictions, somewhat sombre in color possibly, but all the better fitted to nourish right thoughts and aspirations. His mother was a woman, I have been so informed, of unusual intellectual gifts and personal character. His sister was similarly endowed. The youngest brother has made for himself an honorable name as a physician, and a lecturer and writer on medical themes; and thinking of the eldest brother whose lot it was to "tarry by the stuff," I recall to mind in this last address of Dr. Hinsdale's, to which reference has been made, that, after touching in tender and broken tones upon one after another of the early lives and influences which had deeply entered into his own, naming one after another those who had passed into the "world of light," and especially remembering him who, in broken health was awaiting his call, one whose name will awaken many a responsive chord in this Company—Henry James,—in a sentence he referred very tenderly and appreciatively to those loved ones in the

early home life who had limited themselves that others might abound, and as my eye instinctively sought the face of this brother among the audience, the tear dashed from the eye revealed the sense of appreciation of the loved reference.

It was not in vain that Moses spent long years in the land of Midian, in that land where the thoughts of God were borne down upon him from that clear sky and from those rugged heights which seemed to speak, as speak all mountain lands, with living tongues of fire as the sun sinks to rest.

So solitude nourishes life, and this home and these plain simple surroundings constituted, next to the heritage of birth, his first great endowment for life.

The second element to which I would refer lies in the simple statement that during all his early life this great American people were hurrying on to a moral crisis, to the settlement of one great issue which made the eloquence of Wendel Philips, and sustained the trumpet tones of that conscience of the North,—Whittier. In those days issues were fast joining to issues. Men and women were rising in their places, to whom had come the words of Lowell—

"They are slaves who fear to speak
For the fallen and the weak;
They are slaves who will not choose
Hatred, scoffing and abuse,
Rather than in silence shrink

From the truth they needs must
think;

They are slaves who dare not be
In the right with two or three."

Out of obscurity were being called men whose messages were like those of the prophets of old. There were voices which sounded clear and strong above the strife of conflict to which the young life was compelled to pay heed. Those were formative days, and who can say how deeply they affected this thoughtful lad.

Then there was a third element that I have always deemed of no mean influence. I refer to the fact that his kindred and himself had become attached to a body of religious people, who, whatever else may be said of them, had gained for themselves one vantage ground of truth and action, viz.: a deep and abiding conviction that God spoke directly to men from His Word. And how those early converts, whether laymen or preachers, poured over these holy words, those only can fully appreciate who like myself, have dwelt in households in which such devotion was shown. Their laymen became preachers. Their preachers spoke their messages in simple, direct, and powerful words. It was a time to them of going forth to conquer. Whatever you may think of this force, no doubt it was a powerful influence upon many lives.

And then, a little later, fifty-one years ago, this people founded what

some call the "Hiram Fellowship," a sacred thing to them, maintained in poverty, through hardship, in tears; a fellowship not always known in kindred strength. Into this fellowship the young lad entered; raw, awkward, in some respects uncouth, but the fires were aglow within him. And here came others, of whom I need not speak. Holy writings of old on vellum or adorned in Rubrics by the patient skill of monks are not more precious. And to all this Dr. Hinsdale was as true as the pole star. For half a century he was part and parcel of it all, dividing with his great comrade the suffrage of that constituency, and faithful to it until he discharged the last debt of obligation, fifty years after its founding, in words as impressive as ever fell from his lips.

I fear that already I have taxed the courtesy of those who read, but it would surely not be proper in the final discharge of a duty to one who contributed without other reward than the satisfactions of a tender conscience, so much of insight and inspiration as Dr. Hinsdale contributed to those who have constituted this body, to make unseemly haste to reach the conclusion. For through and out of those preparatory years in which he toiled so laboriously, he wrought that superstructure of wisdom, of easy comprehension, which, while it sometimes bewildered his constituency at school, yet induced feelings of

admiration and great respect, and ripening into greater worth, has been your help and mine.

I came into more personal contact with him while he was a teacher in Hiram, and honored myself, though I fear at the expense of his entire satisfaction, by sitting at his feet in literature and in the pew. I recall that period of some four or five years of intermittent study at Hiram, notably his own work. I was accustomed for a long time to sit under his ministry, and I took mental note, to my shame, be it said, that his discourses always kept strictly within a period of one hour and five minutes. But what of that in a callow youth. I have put aside long since those imperfect judgments. I see now the fullness of knowledge, the grasp of detail, the serious marshalling of his argument, the abundant wealth of his acquirements, the liberal consecration of himself to all that was then seen as best and wisest,—all this freely bestowed upon many a youth, whose judgments, like my own, could be of little value unless rectified by years of honest living.

I recall, upon one occasion,, viz., the beginning of the Franco-Prussian war, a matchless resumé upon the causes leading to that brief but swift movement of events, Motley and the Rise of the Dutch Republic were introduced to me by him, thanks for this life-long treasure, and thanks still more for another and yet greater contribution,—

Brighton, with his insight into spiritual things there were times when to him the criticism applied that he seemed like a shepherd whose chief concern was not so much to feed the hungry sheep, as to show them how large a forkful of hay he could get, and how high he could pitch it, and he himself is credited with the dry remark, which he may possibly have learned by experience, that it is unwise to try to fill a teacup with a hose wide open. Still that is neither here nor there. Those of his students who knew him best loved him most and respected him most.

His work at Hiram ended with that period which saw him in his new field in Cleveland, a field not wholly congenial or best adapted to his peculiar gifts and training. It was, however, well for him, and in my judgment, well for all. His work at Hiram had been fully accomplished. From the more limited circle of his church and student fellowship he was to emerge into that larger life which beginning here, was prolonged through happy days in his truly congenial work at Ann Arbor, whence he was called to his reward. Upon the details of these years so well known to all I need not pause. Into the larger arena of action he stepped as a full formed man. His opinions were expressed in language too clear and too forcible not to arrest attention; yet later

experience tempered very materially the pungency of his convictions as to public school problems. His utterances were listened to with respect, if not always with conviction. His name has become a household word among the members of his calling. The fruits which he offered as his contributions to life were many and rich.

I need not dwell upon those labors of his, so steady, so constant, so prolonged. He performed a triple work, any one of which would have made the fortune of common men; that of the preacher, the teacher, the writer, to say nothing of the orator. I shall not stop to make mention of the many volumes put forth by him, or of his numerous contributions to current literature.

Permit me for a few moments further to offer a brief analysis of his powers:

First, he was rarely diligent and conscientious. His capacity for work was unbounded, but unfortunately it betrayed him beyond the limits of a reasonable effort. He trifled with no man and with no theme. Grave, sincere, honest, he was of the Puritan stock. Out of this spirit, however, issued one defect whose mention would not be denied even by him. I refer to a sort of brusque exterior, an attitude of mind, a disposition which could not always see where sympathy and sometimes pity should come to supplement the weakness

of others. He hated sham, hypocrisy, cant, ignorance, but sometimes his judgments of men and of conditions were warped by his own consciousness of light and leading. Therefore many admired who did not love,—yet he would say among the first that love *and* admiration are better. As to the quality of his mental powers, I deem it just to say that his mind was more encyclopædic in its nature than original. His books are proof of a vigorous grasp of subjects rather along the lines of weighty and interpreting authorities and wide ranges of view, than of original contribution. He was a great reader, and a reader of the best. One feels strengthened by every volume put forth, but it remains to be seen which, if any, have that perennial vitality which keeps and will keep fresh and young such works as constitute our educational classics. He was an observer over a very wide field. His imagination was keen and vivified his acquisitions. His memory was tenacious, his perspectives were true, his industry and fidelity beyond praise.

He was somewhat heavy in public speech, arriving at conclusions in his rather stately, formal way, which his hearers sometimes anticipated, and from which they awaited his coming.

His training, in some respects imperfect, left imbedded within him certain peculiarities of speech and expression which were easily

recognized by those who knew him. These things are not said by way of criticism, but by way of the just performance of this duty. His "Great Northwest" is not unlikely to be his most valuable contribution to the literature of his time. But in the educational world his "School and Studies," his work on "The Method of Studying and Teaching History," his "Language Arts," his "Art of Study," his "Life of Horace Mann," while not profound works, are yet of great value to the student of educational literature.

The trouble with Dr. Hinsdale was the demand upon his many sided powers, to which he yielded a too ready assent. But he did his work along all lines so well, he could so truly say with Jean Paul Richter, "I have made out of myself all that the stuff would permit," that these imperfections have no bearing upon our estimate, and with reverence we uncover before the mention of his name and say "Well done."

And now he, too, has passed into the "World of Light." In every walk and condition of life he filled full the measure of his obligation. His was an honest and sincere life. Multitudes have been helped by his life and words. What he thought, he expressed. Men and women could scarcely fail to know where he stood. And what think you of such virtues? They are too rare by far in this good, yet wicked old world of ours, so God be thanked

when such men make their advent upon earth. God be thanked for their messages of wisdom or of cheer, and also let Him be thanked as well, that some limitations were set to their life powers that, not being too perfect, they could fit themselves for common nature's daily food.

So this man who, out of toil nobly endured to the last, out of limitations realized only too well, yet patiently borne, out of weakness baffled so long, out of trials at length escaped, has passed to where he sees

"White presences upon the hills
And hears the voices of the Eternal
Gods."

And the conclusion of this whole matter is not that he passed away too early, not that he left any portion of his life work undone, but it is the conclusion which has come down out of the hoary days of old, a conclusion which our friend and brother illustrated all the days of his life,—

"Fear God and keep his Commandments, for this is the whole duty of man."

THE WILLING MIND.

BY C. L. VAN CLEVE.

Some weeks since, there gathered in a western city a company of earnest and successful school men who discussed the question, ever old and perennially new, what is the greatest evil in the American Public School. Naturally, there were differences of opinion; in fact, as I now recall the report of the proceedings, I do not think any two were agreed as to the specific ailment which most afflicts the American boy and girl. Of course the anti-cigarette enthusiast was there, the no-examination reformer made loud declamation on the slaughter of the innocents, the linguistic doctor, too, diagnosed the case, but when all was over, I presume the

unthinking in the audience would have said, Well, what is the weakest weak place anyhow?

It is this wide and wholesome divergence of opinion which to me gives promise of great things in the future of American education, which even now in our national youth is rearing up strong men and strong women to do what we are now accomplishing in the world of thought and trade. The least thoughtful of observers no longer questions that the "man behind the gun" is a product and the true fruit of free public education.

I was surprised on reading the article to find that not a man who took part touched upon the thing

which paralyzes the activities of every school I have ever seen, and that is the unwilling mind. I am not now trying to place the blame for the condition, which is universal, I think, but shall content myself merely with a statement of what seems to me to be the greatest weakness of our public school system. I am sure of this, however, that the children are not altogether culpable, nor are teachers, nor yet parents, yet the stubborn fact remains that we spend literally oceans of time in teaching things that without tuition children and other folks pick up out of school in no time at all.

I think the American followers of the Herbart cult have done the cause of American education a distinct service in throwing stress, perhaps too strongly, upon the doctrine of many-sided interest. It is possible to have so great a degree of genuine interest in a thing one is doing that its apparently insuperable difficulties disappear as by the magic touch of an enchanter's wand and is it indeed such? What need to multiply instances which spring into the mind of every reader when he stops to contemplate the failures of his teaching and contrasts with it the out of school success of some wrong-headed fellow who at last through the hard discipline of the world, gets awake.

The distinct failure of our schools is that we do not keep the fine enthusiasm and eager spirit of

the first year of the child's school experience alive and operative throughout his course. I do not think that the dominance of the will of the teacher in the early time is the sole explanation of our failure, in fact I do not so much care to think of the cause of failure as to get a clear acknowledgment of the fact that we have failed. The child soon gets his mind encrusted with an impervious integument, or one well nigh so, of indifference and non-willingness to do and to think.

Take a crude illustration. I can find hundreds of American school boys who have no clear grip upon the multiplication table at the age of fourteen; I think it would be difficult to find a healthy boy of the same age in our schools who does not know all the ins and outs of base-ball which is a far harder thing to rightly understand in the abstract than the mathematical proposition named. I once knew a lad whose mother had tried in vain to teach him to tie his shoe-strings in a double knot. One morning while laboring in the arduous instruction, the fire bell rang. The mother sternly refused to let the pupil of shoe-tying go to the fire until the double-bow was mastered. In half a minute both shoes were properly fastened and the eager child was flying up the street to the incipient conflagration.

I think that there is no sufficient explanation of the tremendous

success of the Correspondence Schools which does not take into account the newly aroused minds of the formerly unwilling and the enormous progress made by thousands who undertake the work, is the finest possible proof of the value of an awakened and willing mind.

An ancient Greek in describing an Athenian school said of the lads there that they seemed like gods so eager, so acute, so intelligent were they. They seemed at least, said

he, like inhabitants of some celestial region, sent to the earth to show men how to be like the gods.

With his marvellous adaptability, his intellectual acuteness and his power of sustained interest, the American lad and his sister, could rival successfully the Athenian youth of even the palmy Periclean Age, if the willing mind in them could be made potential and consistently operative.

WARD SCHOOL MANUAL TRAINING.

BY FRANK T. CARLTON.

In the manual training movement, as in all great educational movements, there have been two extremes.

On the one hand, the purely practical school represented in the extreme case by the trade school.

The work being principally for the practical, the informational value, and not the educational value. On the other hand, in some schools the work ran largely to the fanciful and grotesque. While giving shop instruction, still it savored little of the actual shop.

In wood work, for example, fanciful turned shapes were made, and grotesque carving; in mechanical drawing, much attention was given to shading, tinting, etc. Everything had to be tinted.

Now the ideal manual training school, to my notion, should be midway between these two extremes, and should also include much which both omit. The work should begin where the kindergarten leaves off, and not wait until the pupil reaches high school.

The ward, or primary, school work is of much more recent date than the high, or secondary, school work. Manual training is now being introduced in the ward schools in many places where high school manual training work has been given for a considerable time.

It is said that nearly every great educational movement begins at the top, and such seems to be the case with manual training.

The work began in the high

school grade, it is gradually working downwards toward the kindergarten. Many places are taking up manual training at the present time.

It would seem that ward school manual training, starting as it does with the young child, should be very carefully adapted to age and ability of the child.

There seems to be a tendency to believe the ward school manual work should be high school manual work, simplified; that carpentry, light wood work, and chip-carving are the only mediums for teaching manual training. In addition to this should be added, perhaps, a little free-hand drawing.

Are we not again starting with the one-sided idea of utility rather than educational value? Are we not crowding shop-work on the boy before he is prepared for it?

Boys may be seen working at the carpentry bench whose shoulders scarcely reach above the bench. These boys cannot do the work as it should be done, although they often turn out creditable exercises.

In a catalogue recently issued by the Chicago Schools, showing the elementary ward school work done in that city, nothing is shown except carpentry and knife-work. One must infer from this that these two branches are the only ones suitable to train the hands and eyes of the primary and grammar school boys; or at the least these two branches are preferable to all others. No doubt

free-hand drawing is also taught in the schools.

The idea, that carpentry is the sum and substance of the elementary manual training, seems to be abroad in the land. I repeat this for it is a fact, much to be deplored.

To-day all the educators believe that the child gradually develops or unfolds. They believe that different methods and different studies are correct at different ages of the pupil. They do not believe that a method or a subject which is proper in the high school is, of necessity, proper in the grammar school. The young child for example has little control over his fingers; but can control the movements of his arms. The development is from full arm and body movements of the child, to the fine coördination of the hand and eye as exhibited by the draughtsman or the machinist. Hence in manual training work we must proceed from the large full arm drawing and modeling, of large objects, in the primary; to the fine and delicate work in the drafting room and machine shop, in advanced free-hand drawing and clay modeling.

Mr. J. Liberty Tadd, in his new book entitled "New Methods in Education," presents a rational method of manual training which is worthy of careful study by any manual training school teacher, or any other teacher.

An article, published in the *Popular Science Monthly* for January

1899, is along this line. The title of the article is, "Should Children Under Ten Years be Taught to Read and Write?" The writer speaks very disapprovingly of the common practice of teaching children under ten to write. He claims that such young children should not be made to attempt so fine coördination of hand and eye.

The same reason applies to the teaching of grammar school boys in carpentry and knife-work. This argument is psychologically correct. The average age of boys, in the first year's class in Toledo high school, is about fourteen years, I should judge. No doubt, the average age is practically the same in other cities.

Granting that a boy should not begin to write before he is ten years old, should he begin to do fine and exact wood-work before he is fourteen years old? Again, we teach wood-work for the educational value of it, the value it possesses in training the hand and eye.

Do we not over-do the matter; if we give knife-work and light carpentry for one or more years in the ward schools, in addition to the year in the high school? Do we get the most value of it of the two or more years' work? Let us give ward school work along different lines, as Mr. Tadd advocates. Let us make a course that includes free-hand drawing, clay modeling, and perhaps, wood carving.

Let the work be suited to the

age and capability of the pupil. Where it is possible, make it of assistance in mastering other studies. The drawing may be used to assist in fixing firmly in the memory, the forms of flowers, birds, animals, etc. Modeling and wood carving may also assist. The child examines a flower, and is afterwards asked to draw it from memory. He may then again examine the flower and note the errors. If desired he may model it in clay. Such exercises must be of great assistance in fixing natural forms in memory. It is real manual training; it makes the hand express accurately that which the brain conceives.

In connection with this broader view of manual training, let us look a little further. We believers in manual training, say, "Put the whole boy to work." Do we follow out this maxim? No, we stop when we have trained his hand and eye. Should we not also advocate as strongly, the training of the ear, the voice, and the whole organism of the body? We must advocate the training that will build up a strong and healthy physical organism, a trained hand, eye, ear, and voice. One writer has gone as far as to suggest that the smell and taste be cultivated. Psychologists tell us that the child in his growth "recapitulates" the growth of the race. If this be true, we must educate all the faculties that have gone to make up the growth of the race, and what is more we must train them at the

proper time. If shop-work is proper at a certain age, we must not conclude, as we intimated before, that it is necessarily good at a younger age. We must give him work suited to his age. We must not force the boy to be a man while yet he should be a boy.

HIGH SCHOOLS.

BY R. E. RAYMAN.

In a recent educational conference held at Adelbert college, Cleveland, some very interesting views were expressed by men who are actively engaged in the work. Such men can speak knowingly of the high schools and the efficiency of the work. There has been most remarkable growth in all departments of educational work throughout the entire country; but in no department has the improvement been more pronounced than in the *high schools*. Their special mission seems to be the bringing of a splendid culture into the homes of hundreds of communities throughout the length and breadth of this great country. The *high schools* in our own state have grown to great proportions in numbers and influence. With an attendance of nearly 60,000 pupils and a large number of excellent men and women as teachers these institutions are exerting a potent influence for good.

The *high schools* have improved so rapidly that Prin. George F. Jewett, of Youngstown, O., said, "that the *high school* is an institution in which I believe and I believe that the college as it now is, is a

doomed institution, because of the encroachments which the high schools are making upon its work."

Prin. Jewett is a very thoughtful man and speaks out of a wide and rich experience and those of us who know him personally have great respect for his opinions upon educational problems. As for myself, it seems, that we need all the good educational institutions and influences that we can get; but one thing is very patent and that is, that our high schools are going to outstrip many of the colleges in their equipments for all kinds of work, unless through some means the financial standing of many of the colleges can be made more secure. It must be such as to enable the college authorities to pay better salaries and make the improvements demanded by the spirit of the age.

This is being done by the high schools all over the country and yet there are many, many people in every community who know little or nothing of the positive growth of the high schools. The improvement in the teaching has kept pace with the material growth. It is a great gratification to go into

when we consider human careers, sometimes like Ebal and sometimes like Gerizim, and in and out of whose shadows come and go these souls,—one Heredity and one the Sovereign Will. The one seems sometimes like a hand of light reaching down through centuries conferring blessings innumerable upon descendants, enlarging, deepening, multiplying, enriching, like some great tide of water along whose courses are found the vales of Avalon, the towns of Camelot. But yet again other hands reach forth with power seemingly as irresistible, hands of leprosy to taint what e'er they touch. Against the one and with the other arise by slow degrees the personal will, the only justification to man of the gifts of life, and in the play of these two forces are to be found all the varied lines and hues of tragedy.

It would take a long time to illustrate this thought from the pages of history or of literature or from one's own personal experience, and it would be a departure from the simple purpose of this honorable duty assigned to me, but nevertheless, these two are the forces of life; but the command to withhold judgment was well given when so much is wrought out in deep obscurity.

But when, finally, out of the mists of life one sees arising into clear significance, and against the azure of the skies, some soul, may be long after its visible form had passed away, like Dante, like Burns, like

Keats, like Lincoln, the judgments of sober thought confirming the doubtful judgments of those in more immediate presence, and when the one in question has seemed to some degree—

“As some divinely gifted man,
Whose life in low estate began
And on a simple village green;

Who breaks his birth's invidious
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The pillar of a people's hope,
The centre of a world's desire;”

all mystery is cleared away, all doubts dissolved, for goodness in personal life is the amplest justification of the “ways of God to men.”

I am not the one most favored to speak of Dr. Hinsdale, for my personal relations with him, though somewhat prolonged, could hardly be called sufficiently intimate, nor

toward him were my affections so aroused as to yield the glow possibly necessary to light the picture or impart the due warmth of color. And yet he would be singularly and poorly constituted, who, when a good man, a neighbor, a friend, a helper, had put off his armour, only at the last moment, after a most earnest and valliant warfare, possessed of a character touched by imperfections indeed, but not a taint reaching the inner life, could not feel the force of that life and admire though from afar.

My last words with Dr. Hinsdale were at Hiram immediately after the last address he was permitted to deliver there in June, and the purport of that observation to him, —after expressing my deep sense of appreciation of the noble address to which he had given a most heartfelt utterance,—was to the effect, that while one might not hope to rival such refinement and sense of literary power and expression, such worth of conscious effort there *was* a virtue in appreciative powers to which all might aspire, a virtue singularly efficacious and wholesome.

Concerning Dr. Hinsdale's early life and surroundings I wish to advert briefly to four great influences that worked together to him for good. His people were God-fearing people, among the more early pioneers to this new country. When to a deep and abiding conviction of God's presence there are added the surroundings of a simple but posi-

tive life, wholly lived in compliance with a clean, simple style of thought and feeling, coupled with aspirations for the higher life, fostered by parental wisdom and care, one finds conditions favorable to prolonged effort.

Mr. Hinsdale came from a noble home. He was fortunate in this great gift. It was a home, I should say, somewhat Puritanic in its views of life and convictions, somewhat sombre in color possibly, but all the better fitted to nourish right thoughts and aspirations. His mother was a woman, I have been so informed, of unusual intellectual gifts and personal character. His sister was similarly endowed. The youngest brother has made for himself an honorable name as a physician, and a lecturer and writer on medical themes; and thinking of the eldest brother whose lot it was to "tarry by the stuff," I recall to mind in this last address of Dr. Hinsdale's, to which reference has been made, that, after touching in tender and broken tones upon one after another of the early lives and influences which had deeply entered into his own, naming one after another those who had passed into the "world of light," and especially remembering him who, in broken health was awaiting his call, one whose name will awaken many a responsive chord in this Company—Henry James,—in a sentence he referred very tenderly and appreciatively to those loved ones in the

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See if she makes all figures and signs just as I made them.

All of you take your slates and put down $2+1=3$. Read me what you have written. Every one put down $1+2=3$. Make a little row of $2+1=3$ down the left side of your slate; and make a row down the right side of $1+2=3$. When I am through teaching the next class, I shall come around and put a yellow mark on the slates of all those who have done well.

[To the teachers.] There is nothing remarkable about this lesson, but I wish to have you make a pedagogical study of it. In the first place I wish you to notice that only a little is attempted, but that the aim is to teach that little thoroughly. It is first to teach the child to recognize three objects at a glance and to be able to hand three of anything to the teacher. The second point is to teach the two numbers that together make 3 being careful to place the numbers in the two different ways in which they can be arranged.

The order of teaching is presentative,—that is with the objects before the children; representative,—speaking of things that the child can easily picture of the numbers we wish to teach; and lastly, the thing learned of the numbers is stated without reference to any particular objects. Sufficient drill is given in this to fix it in the minds of the children.

It is taken for granted that the

children have been previously drilled in making figures. I wish to say here that teachers should not simply set a copy of figures no matter how perfectly made and put their pupils at copying them. From observation I know that if this is done many bad habits will be formed. Children should see their teacher make whatever figure she wishes to have them make, should make it after her,—at the blackboard first,—should make their first figures on their slates under her inspection. The guiding principle of the teacher should ever be it is easier to form a right habit at first than to correct a bad habit once formed. In teaching figures the teacher should present them in the order of their simplicity. I think the order 1, 7, 4, 6, 9, 5, 3, 2, 8, but there may be a difference of opinion in regard to the latter figures.

CURRENT HISTORY.

By F. B. Pearson.

The highest court in the world is the International Court of Arbitration which was provided for by the Peace Congress which met at La Hague. This court is composed of members appointed by the fifteen signatory powers, each of these powers being permitted to appoint four members. The members are appointed for six years but may be re-appointed, and, for convenience, one member may serve as the representative of several of the smaller

powers. Meetings may be held at any convenient point, but, unless otherwise designated, they will be held at La Hague where the Dutch government has purchased the Peace Congress Palace for the use of this great tribunal. Before this court may be brought any matter of international importance, any difference between nations, anything, in short, that might ultimately lead to hostilities. The United States delegation consists of Ex-President Benjamin Harrison, Chief Justice Melville W. Fuller, Mr. John W. Griggs, and Mr. George Gray.

* * *

The population of Italy is about 31,000,000, and the national debt \$2,388,000,000 or about \$77 per capita. The population of the United States is 76,000,000 and the national debt \$1,056,000,000 or less than \$14 per capita.

* * *

Benjamin Franklin, in his will, bequeathed a thousand pounds to a board of trustees, which, with the accumulations, at the end of a hundred years, should be expended in Boston in "whatever may make living in the town more convenient to its people and render more agreeable to strangers resorting thither for health or for a temporary residence."

This fund at the present, one hundred and eleven years after the death of Franklin aggregates \$390,000, and the trustees have decided to erect a workingman's institute to be known as Franklin Institute whose

functions will be "To promote educational measures of two principal kinds; first, those looking to general education, by classes in history and political and social science, and, second, those looking to theoretical and practical instruction in such of the applied arts and sciences as are best calculated to stimulate and widen the intelligence, cultivate the taste, enhance the skill and measure of efficiency of the people of Boston, special regard being given to those who are artisans."

* * *

Prior to 1876 the imports of the United States almost constantly exceeded the exports, but since that time the balance of trade has been in our favor, the excess of exports reaching, in 1900, the sum of \$648,930,329. During the past four years the excess of exports has aggregated more than two billions. This means that the excess of exports during these four years would have paid the national debt and still left a balance of about fourteen dollars and a half to every man, woman, and child in the United States.

* * *

Sagasta is again at the head of the Spanish government, but it is a question whether his wisdom and statesmanship will avail to keep the ship of state in smooth waters. He is the ablest man in Spain, but his counsels have often been unheeded, and probably will be again. The humiliating defeat of Spain at the hands of the United States, and the

loss of her colonies could have been averted had Sagasta's advice been heeded, but his proposals were not respected, and Spain has been reduced to poverty and to a subordinate position. It remains to be seen whether the Spanish have learned wisdom from experience.

* * *

The most ardent expansionist would have scarcely dreamed that our country would ultimately include the garden of Eden, but such seems to be the case. Dr. D. F. Decker of the United States geological survey, who accompanied our troops to the Philippines, has announced that the home of our original fore-parents was probably on the island of Luzon. This theory was held also by the late Professor Marsh of Yale, and Professor Hall of the University of Minnesota seems convinced of the reliability of Dr. Decker's claim, and says that "in bringing under our flag the original garden of Eden, we shall secure a treasure beyond financial or political valuation." The editor of the "Morning News" of Savannah, (Ga.,) comments upon the discovery as follows:

What a demand there would be from various corporations for eligible sites if the discovery were authenticated beyond the peradventure of a doubt! There would immediately be a proposition to convert the garden into a national park — admission free every day of the week except Tuesdays and Fridays; twenty-five cents charged on those days; ten per cent of admissions to go for a

monument to Adam and Eve. And then there would be the lawns upon which little Cain and Abel gambled with the megatherium, rode upon the back of the scelidotherium, and tickled the paleoblattina with a straw to see it run. The possibilities of the garden as a place of tourist resort would be almost unlimited.

* * *

In the death of William M. Evarts we have lost one of the greatest lawyers the country has produced. He defended President Johnson in the impeachment proceedings of 1868; he had much to do with the settlement of the Alabama claims; appeared for the Republican party in the Hayes-Tilden contest, was attorney general in 1868-69, secretary of state 1877-'81, and senator from New York, 1885-'91.

* * *

On March 13, at 4.47 in the afternoon Ex-President Benjamin Harrison passed away at his home in Indianapolis, at the age of sixty-seven. He was a good man and great. The country has not produced a man who had a clearer insight into inter-national affairs, and most profound respect was accorded him the world over.

ARITHMETIC.

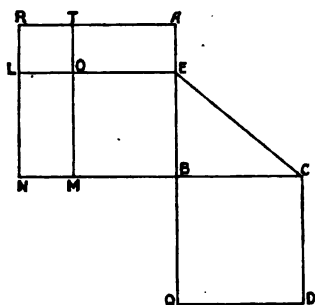
By Ed. M. Mills.

[The following solutions have been prepared by Mr. Mills by special request of a reader of the MONTHLY who closes his letter to him as follows:

"I have been helped very much by your work in the MONTHLY as it has given me the cue to other problems."—*Editor.*]

A ladder of certain length stands close up against the vertical wall of a building; when pulled out 16 feet at the bottom, it slides down 4 feet at the top. Find the length of the ladder.

SOLUTION.



Let AB be the vertical wall of the building, and A the point to which the ladder reaches when it stands close up against the building. Let EC be the position of the ladder when drawn out 16 feet at the bottom. $AB=EC$, and it follows, therefore, that the square ABNR is equivalent to a square upon the hypotenuse of the right-triangle EBC. If, from the square RB, the square OB be taken, the two equal rectangles, TE and LM, and the small square RO will remain; and the combined area of these two equal rectangles and small square *must* be equivalent to the area of the square BD. For, if from the square of the hypotenuse, the square of the altitude be subtracted,

the remainder will be equivalent to the square of the base. But since $BC=16$ feet, the area of square $BD=16^2=256$ square feet. Now since AE is 4 feet, the area of small square $RO=4^2=16$ square feet. $256-16=240$ square feet=combined area of the two equal rectangles TE and LM. $\therefore \frac{1}{2}$ of 240 = 120 square feet, the area of one of these rectangles, as LM. Then since $LO=4$ feet, it follows that, $120 \div 4 = 30$ feet = OM or EB. $\therefore AB=30+4=34$ feet, and since $AB=EC$, the length of the ladder is 34 feet.

A conical stack of hay is 18 feet high. If half of the stack be removed, what will be the height of the part remaining?

SOLUTION.

If the upper part of the stack be removed, the part thus removed would be *similar* to the original stack, and its volume would be to the volume of the original stack as 1:2. But the volumes of similar solids are to each other as the cubes of their like dimensions. Then calling the height of the part removed h , we have, $h^3:18^3::1:2$. Hence $h = 14.28$ ft., height of the part removed. Then, $18-14.28=3.72$ feet, height of part remaining.

COUNTY EXAMINATION QUESTIONS.

[Each month examination questions from some county in the state will be published for the benefit of teachers who desire to know something of the character of the ques-

tions asked in the different counties or who desire to make use of such questions in their own study or teaching.]

Licking County.—Examiners, C. L. Riley, Jersey; E. O. Vermilion, Newark; G. A. Chambers, Granville.

ARITHMETIC.

1. If I invest $\frac{3}{4}$ of my money in 5% stock at 40% discount, my income will be \$125; how much must I borrow to have the same income by investing in 6% stock at 20% premium? 2. At what time between 4 and 5 o'clock will the hour hand of a clock be one third of the way from 3 to the minute hand? 3. A dealer buys molasses at 50 cents a gallon, but 20% is wasted; at what price per gallon must he offer the remainder, so that he might discount the price 20% and still make 20%? 4. A tree 100 ft. high standing on a mountain slope whose angle of elevation is 60 degrees partially breaks off and falls up the mountain side, the top striking the ground 90 ft. from the root of the tree; what is the length of the top piece and how far from the root of the tree would it have touched the ground if it had fallen down the mountain. 5. A has a granary 40 ft. long and 30 ft. wide, the length of the rafters being the same on each side and the elevation at the center 5 ft.; what will it cost to roof it at \$4.50 a square, allowing for a projection at the ends and eaves of 1 ft.? 6. How many

years before due must a bank discount a note at 8% to make 12% interest? 7. An agent made \$400 commission by selling wheat at 4% and buying cattle at 20%, always retaining his commission; find value of wheat. 8. A rectangle is twice as long as wide, and has a perimeter of 120 rods., find its area in acres. 9. Bought sheep for \$80, but after 5 died, I sold 2-3 of the remainder at cost for \$40; how many had I? 10. Find the amount of a note for \$600, due in 4 years, and 6 months and bearing interest at 6% payable annually.

READING AND LITERATURE.

1. In teaching reading what attention should be given to tone? Discuss in full. 2. What things affect the quality of oral reading? What is silent reading? How train pupils to silent reading? 3. Should pupils be taught to recite the definitions of punctuation marks? How do you regard these marks in teaching reading? 4. What period of English history does Macaulay's discussion of Addison's essays cover? 5. Who was Miss Aiken, and what criticism does Macaulay pass upon her? 6. "So farewell to the little good you bear me. Farewell, a long farewell, to all my greatness!"--Shakespeare. On what occasion and by whom were the above words spoken. Give the story in full—from Burns's English Kings.

THEORY AND PRACTICE

1. Describe the three kinds of busy work for young pupils.
2. Discuss physical training as to (a) its aims; (b) its plan.
3. What are the purposes of the recitation?
4. Name the "Foundations of the Method of Teaching" as given by Roark.
5. (a) What is culture? (b) What is the difference between general and special culture? (c) What is the best means of promoting a wide general culture? 6. What is meant by (a) the "pouring-in process," and (b) the "drawing-out process" in teaching? (c) What are the objections to each? (d) Give a better method.

ORTHOGRAPHY.

Twenty-five words.

GRAMMAR.

1. What do you regard as the province of grammar?
2. Give a full discussion of the pronouns.
3. Define the verb; then tell what modes you teach in English, and what you regard as the basis of mode.
4. State the special advantage of analyzing compositions (a) orally; (b) by use of diagrams.
5. Ask a question on each word in italics to indicate what special point should be called to the attention of pupils in an advanced grammar class: He was forbidden the *use* of the house. I heard him *speak*. All *but* the class in geography are excused. Few *ought* to be censured for this act. The people *were divided* in their opinions.
6. Give

the construction of the following italicised words: (1) I know a bank *whereon* the wild thyme grows. (2) It is to be regretted *that* he knew no better. (3) He is supposed *to be* concealed in the house. (4) I read *that* I may learn. (5) And he said *what* matter is that to us? 7. What is a participle? Construct or quote sentences illustrating all its uses.

PHYSIOLOGY.

1. What are the sources of animal heat?
2. Define Organ, System, and Tissue.
3. Name and describe the two great divisions of the nervous system.
4. What are narcotics? and name those in most common use, and give their effects upon the system.
5. What are exoskeletons and endoskeletons?
6. Name the divisions of the spinal column and give the number of bones in each.
7. What are the objects of respiration?
8. Name and locate the salivary glands.
9. Of what use are the valves in the veins?
10. Locate the Fissure of Rolando.

N. B.—Writing will be graded from this manuscript.

HISTORY AND CIVICS.

1. What is history? and what is to be accomplished by its study?
2. What was the first representative assembly in America called, and where and when was it held?
3. Which of the original colonies did not participate in the first presidential election? Why?
4. Who was

the author of "Millions for defense and not one cent for tribute?" and what gave rise to its use? 5. What is the "Eastern Question?" Who is the "Sick Man of the East?" And what are the possible solutions of Eastern Questions?—Judson. 6. What was the "Edmunds Law?" 7. The constitution says that no attainder of treason shall work corruption of blood, or forfeiture except during the life of the person attainted. Explain. 8. What brought about the war in the Philippines? 9. Name and describe the first rebellion against the government of the U. S. 10. What is a protective tariff?

GEOGRAPHY.

1. If the earth's inclination should change from $23\frac{1}{2}$ degrees to 25 degrees, what would be the width of the zones? 2. Name eight bays on the Atlantic coast of the United States. Five on the coast of the Gulf of Mexico. One on the Pacific coast. 3. Locate the following: La Plata River, Okefinokee Swamp, Plateau of Iran, Kalahari Desert, Aleutian Islands. 4. Name twelve seas that touch Asia. Which is the

largest? To what ocean is each tributary? 5. We are told that glaciers at one time covered all the northern part of North America, extending as far south as central Ohio. What changes have taken place that have cleared the land of its ice? Give a full and clear explanation. 6. On the sea coast we find in some places bars of sand, in others pebbles or large rocks, and in still others very fine sediment. Give fully the reasons why this difference. 7. What are mangrove swamps? Explain fully the way in which they are formed. 8. Some springs are periodical. Give a clear and complete explanation of the cause. "Periodical" is not here intended to refer to temporary or wet weather springs. 9. Arrange the following in order of population and again in order of area: Ohio, Indiana, Illinois, Wisconsin, Michigan, Missouri, and Texas. Which of the above if any have a greater population than New York City? 10. What evidence if any is there that the region about the Great Lakes once had a dry climate? If so what changes have occurred to give the region its present moist climate?

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O. T. CORSON, EDITOR.

MARGARET W. SUTHERLAND,
ASSOCIATE EDITOR.

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EDUCATIONAL PRESS ASSOCIATION OF AMERICA.

PAPER.	POSTOFFICE.
American Journal of Education.....	St. Louis, Mo.
American School Board Journal.....	.....
.....	Milwaukee, Wis.
Art Education.....	New York, N. Y.
Canadian Teacher.....	Toronto, Ca.
Colorado School Journal.....	Denver, Col.
Educational News.....	Newark, Del.
Florida School Exponent.....	Jacksonville, Fla.
Indiana School Journal.....	Indianapolis, Ind.

Interstate Review.....	Danville, Ill.
Kindergarten News.....	Springfield, Mass.
Michigan School Moderator.....	Lansing, Mich.
Midland Schools.....	Des Moines, Ia.
Missouri School Journal.....	Jefferson City, Mo.
Northwestern Journal of Education.....	.....
.....	Lincoln, Neb.
Ohio Educational Monthly.....	Columbus, Ohio.
Pennsylvania School Journal.....	Lancaster, Pa.
Popular Educator.....	Boston, Mass.
Primary Education.....	Boston, Mass.
School Bulletin.....	Syracuse, N. Y.
School Education.....	Minneapolis, Minn.
School Journal.....	New York, N. Y.
School and Home Education.....	Bloomington, Ill.
School News and Practical Educator.....	.....
.....	Taylorville, Ill.
Southern Educational Journal.....	Atlanta, Ga.
Southern Schools.....	Lexington, Ky.
Teachers' Institute.....	New York, N. Y.
Teachers' World.....	New York, N. Y.
Texas School Journal.....	Austin, Tex.
Western School Journal.....	Topeka, Kan.
Western Teacher.....	Milwaukee, Wis.
Wisconsin Journal of Education.....	Madison, Wis.

THE next State Examination will be held in Columbus, June 25-27, 1901. All communications regarding it should be addressed to W. H. Meck, Dayton, Ohio, clerk of board.

NO State Association this year. Ohio should send the largest delegation in her history to the N. E. A., Detroit, July 9 to 12, 1901.

TEACHERS will do well to read what Ebenezer Strawboard has to say in this issue regarding the school from the standpoint of the parent. Ebenezer may not be quite up to date with reference to some of the modern fads, but he has a good supply of the saving grace of common sense.

THROUGH the kindness of so many good friends in sending in material for the MONTHLY while

we were absent in Porto Rico, we have more on hand than we can possibly use this month, and are compelled to omit a number of excellent articles which will appear later on.

GOVERNOR Nash has issued the annual proclamation setting apart April 26 as Arbor Day, and recommends that it be observed by the people in the manner indicated by the law authorizing such proclamation. To this end the Governor suggests that "those having charge of the beautiful parks of the state, and the teachers and pupils of our schools, colleges and other educational institutions, in addition to what may be done by the people in general, should devote this day to the useful and pleasant work of planting trees in the grounds occupied by them."

"I also suggest that this occasion be taken to impress upon the minds of the youth of the state the importance of preserving and increasing our song and forest birds. They are very useful in destroying harmful insects, and add greatly to the beauty and attractiveness of our homes."

THE county examiner is always in a position to obtain new and startling misinformation at first hand. One examiner in the state has no desire to be selfish in using what he has gleaned in reading manuscripts, and has kindly permitted us to publish the following samples:

"The Omnibus Bill was a bill passed allowing anyone the right to run an omnibus between differ-

ent cities. Each man had his own route and was protected by the government. It is so called from the Latin word *omnis* meaning all. It was printed on the outside of the vehicle and it was said that half the people did not know what it meant. It meant for all."

"The Underground Railway was a railroad built under the ground from Andersonville Prison to the northern states."

"A Carpet Bagger was a soldier in the Civil War who carried all his possessions in a carpet bag."

"Osmosis is the slow seepage of the lymph through the bones into the blood."

All the preceding answers are guaranteed to be genuine. All rights reserved.

WE had hoped that the Sunday School would not be invaded by any of the modern educational fads, and that the children would have at least one day in the week on which they could be free to rest without fear of being subjected to the methods of the "original investigator" who with "topical questionnaire" in one hand, and note book in the other, is abroad in the land experimenting upon those who are too young to defend themselves, and then unloading the published results of his "investigations" upon teachers who, though older in years, seem in some instances equally helpless to protect their interests. But we understand that even on the holy Sabbath, some of this meaningless and more than useless so-called study of chil-

dren is to be attempted, and that one of the latest subjects to be discussed is "Religious Pedagogy." No wonder that when this subject was announced to one of the leading educators in Ohio, he immediately instituted an investigation to determine, if possible, when "Pedagogy" got "Religion." So far, no satisfactory results have been reached in this investigation, and the date of conversion still remains undecided. In the meantime we suggest that it is both good religion and good pedagogy to pray that the children may be delivered from the professional investigator, and that they may have at least one day in the week when they can be secure in their rights to enjoy life, liberty, and the pursuit of happiness, with no one to molest or make afraid.

THE CHICAGO MEETING OF THE DEPARTMENT OF SUPERINTENDENCE, NATIONAL EDUCATIONAL ASSOCIATION.

The Department of Superintendence of the National Educational Association met in University Hall, Auditorium Hotel, Chicago, February 26, 27, 28, 1901. It was considered a most valuable meeting of the Department. The purpose of this body is to agitate and discuss measures rather than to settle them. Very few things are fixed by these meetings, and it is well. But the freedom of learned debate, from the leading educators who assemble at these annual meetings, is pro-

ductive of highest educational value to our great American school system. There was a large attendance of representative superintendents. Ohio "was to the front" again, in the number of her superintendents present.

The battle of the "Spelling Reform" was fought the first day, led by that gallant knight, E. O. Vaile. The arguments in its defense were the inconsistencies of attempting to retain the old forms; the waste in the pupil's time; matter not important to know; the useless traditions of a rugged language. Those in opposition were, that the old spelling preserved the root origins of the language; the change must come gradually and through the channels of lexicography, based upon good usage; the change was too gradual and doubled the burdens of the children in school; it would rob the English language of its dignified forms, and give it the ridiculous appearance of "a stumped-tailed fox." The question was finally disposed of by postponing it indefinitely.

The discussion of "Medical Inspection of the Schools" will awaken new thought on the subject of school sanitation. There can be no question of more vital interest. There is but one opinion as to the care necessary to guard against disease or impaired physique. The appointment of medical inspectors, within recent years, consisting of expert physicians to have an oversight of the schools, is growing in

sentiment and in favor. These medical inspectors go into the grades in the large cities, detect disease, sometimes examine individual cases, advise and instruct both the teacher and the parent, confidentially, as to the incipient stages of disease, or of physical disabilities. Family physicians and medical inspectors work in harmony to protect the schools from epidemics. Pupils must have the soundest possible physical basis. It was argued to be both illogical and unjust to compel pupils to pass school tests, without safely guarding the conditions of health. The advantage of medical inspection most likely to be overlooked, is the education of the home, through the schools, by urging the observance of the laws of health, and by aiding the parent to detect the approaches of disease in the home.

The various Round Tables held on Wednesday afternoon were aimed to confine discussions definitely to the various sections represented. Hon. L. D. Bonebrake presided over the Round Table of State and County Superintendents.

The sketch prepared by Dr. Emerson E. White on the "Early History of the Department," was received with great interest.

The forenoon, Wednesday, given to Manual Training, emphasized the value of the elementary teaching of handicraft. It was clearly shown that manual training, in schools where it is possible to at-

tempt it, has a higher purpose than the practical utilities of mechanical employments, as wood and metal workers or any trade or profession. It trains the eye to see rightly and estimate, it trains the hand to execute. But superior to this it develops and cultivates the mechanical instinct, to the end that pupils may acquire a relish for common labor, and may choose their future employment with some degree of intelligence. More than this it will serve to "dignify and stimulate hand labor in the estimation of the people."

Under another topic was discussed the serious aspect of school economy; the possibility of a wicked waste of time in unwise experimentation. It was charged, with emphasis, that the tendency of modern education is to turn work into play; to amuse rather than to instruct. Amusement may become a sweetmeat theory, which may debilitate and not strengthen the growth of the mind. Pupils must be taught to work; to believe in work; to work actively to secure an end, just as they play actively for an end. Work, persistent work, is to become a factor of the life. The good teacher does not sacrifice truth to make things easy or interesting. He will not pursue a course which will send a boy out unable to challenge the great and strong controversies of rugged life.

The valuable paper of Dr. R. G. Boone, under the discussion upon

"The Standard Course of Study for Elementary Schools," ran about as follows: No process of learning is of most value which does not round itself out in use. A course of study must provide for a calling of knowledge into practical application. To be able to meet the exigencies in life, one must be able to employ educational processes. Education is a growth, not a creation; products rather than theories are of greatest utility to personal life. Both the thought side and the utilitarian side of education have their rightful recognitions in a course of study. Not the course alone is to be taught, but real literature, business and customs of natural life, and the real and practical utilities of everyday experience. The true civic character is to be established in the schools. The beginnings of citizenship are formed here, seeking always to lead the pupil toward excellence in his work.

The paper was a scholarly and strong appeal for the progressive side of a course of study, touching many of the modern principles and theories advocated in more recent views.

On the contrary, it was argued in the discussion of the paper, that the child of today, may be swamped by a liberty which he is unable to control; that it is much easier to destroy than to construct. One raised the question, "How much of a modern course of study can a child take and be expected to live?"

It was urged that too much effort was wasted in attempting to standardize a course of study; too great an effort to make the grade above, the measuring stick for the grade below. There is need, rather, to train the teacher in a versatility of what she ought to do. It was asserted that teachers of elementary schools, in cities, are expected to do more things than any ordinary teacher can do well. Danger in the modern tendencies which contribute toward removing the common school from what they were originally intended to be, *common schools*.

It may not be profitable to submit other important matter to the public, of this great meeting:

A resolution was presented on the teaching of temperance, and on the "progress of scientific inquiry as to the action of alcohol upon the human system."

The association adopted a resolution expressing "its interest in the centralization of rural schools and the transportation of pupils at the public expense, which is now being practiced so successfully in many states."

The following officers were elected:

President—Hon. G. R. Glenn, Atlanta, Ga.

First Vice President—H. P. Emerson, City Superintendent, Buffalo, N. Y.

Second Vice President—F. W.

Cooley, City Superintendent, Calumet, Mich.

Secretary—John W. Dietrich, City Superintendent, Colorado Springs, Col.

C. W. BENNETT.

REPORT OF THE COMMITTEE ON TEMPERANCE INSTRUCTION.

The report of the Committee on Temperance Instruction presented at the Chicago Meeting of the Department of Superintendence through its chairman, A. G. Lane, plainly indicates that the educators of our country are in hearty sympathy with the temperance cause and are ready to do all in their power to aid in the work of guarding the youth of our land in every possible manner against the evils of intemperance. Recognizing as only teachers can the many difficulties connected with a proper presentation of this important subject to children, the committee have wisely called special attention to the educational side of the subject, and we trust that the investigation recommended by the committee will be so conducted by the National Council of Education that much permanent good may result.

It is earnestly hoped that the positive and emphatic declarations made in the report of the committee will make plain to all the position taken by the school superintendents of the country, and will be convincing evidence that the teachers whom they represent have convictions upon the question of

temperance and do not need to be threatened with the penalties of the law in the performance of their duty.

As a member of the committee, expressing the sentiments of the committee, we desire to extend our thanks to the representatives of the different temperance organizations for their cordial letters of endorsement of the report which they have so kindly sent. The following is the report which was unanimously adopted by the Department:

"The department of superintendence agrees cordially with the special advocates of the temperance cause in holding that everything that public instruction can do in the battle against intemperance ought to be done, and that both physiology and hygiene should be so taught as to leave in the minds of children and youth an adequate and proper knowledge of the effect of alcoholic drinks and stimulants and of narcotics on the human system.

"Since the last meeting of this department there has been considerable discussion of the question as to whether alcohol under any circumstances is properly to be defined as an article of food. Medical authorities are quoted in support of both sides of this question, but no authority has been found to maintain that alcohol is a food in the ordinary sense of the term. The question is a technical one for medical experts to determine, and not one which needs to concern the men and women who are engaged in the public instruction of children and youth. For them it is enough to know that all authorities agree in deprecating the for-

of the drinking habit, and sending all practical efforts public instruction to promote cause of temperance.

stions of the highest teachers and super-schools to consider to the methods perance instruction aperted, the extent to shall be carried and the et matter to be presented.

The educational side of this subject is vitally important and demands thorough and systematic study.

"We, therefore, recommend that a body of educational doctrine be formulated which may guide temperance instruction in the schools throughout the country, and we further recommend that the scope of the investigation be so enlarged as to cover not only the topics already suggested but also the whole field of personal hygiene, so far as this is a practical matter for school instruction.

"We also recommend that this investigation be conducted under the direction of the National Council of Education, in accordance with the regulations of the National association."

**LETTER FROM STATE DIRECTOR
CHANEY.**

Chillicothe, O., March 14, 1901.
Editor of the Ohio MONTHLY:

As State Director of the N. E. A. which meets in Detroit, July 8-12, I have appointed as assistants Supt. J. W. Mackinnon, Bellefontaine; E. W. Wilkinson, Cincinnati; J. M. Mulford, Columbus and J. V. McMillan, Canal Dover. These gentlemen will keep the teachers of

their respective portions of the state thoroughly informed in all matters pertaining to the next meeting of the N. E. A. and will answer promptly all inquiries addressed to them.

Ohio ought to send from three to five thousand people—teachers and citizens. And if the rank and file of teachers are awake to their own best interests we can easily send an average of fifty from every county in the state—hundreds will go from some counties. Michigan is sending out her rallying circular to beat Ohio, and while we are not anxious to *beat* any state in *numbers*, we are deeply interested in having all Ohio teachers go for the gains they may get from the meeting and the trip. No live teacher can afford to miss this opportunity to attend this greatest educational gathering in the world. And it is to be the nearest to Ohio this year it will be, in all probability, within the professional life-time of any one now teaching.

Every superintendent and county examiner in the state ought to feel it a special duty to encourage all city and county teachers to avail themselves of this rare opportunity to attend at least once, and be a member of the great national body of school masters. Many teachers on low salaries can never afford to go far to this feast of the elect, but this year brings it to the very gateway of the state and provides amply for our pleasure and profit.

The railroad rates will be one fare round trip plus two dollars membership fee. We expect soon to be able to give a combined rate to the N. E. A. and the Pan American Exposition at Buffalo. Tickets will be good until Sept. 1. Many charming side trips on the lakes are being planned by the officials and circulars of definite information will be sent out soon. Let every teacher plan to go and take as many citizens along as may wish to find a pleasant and profitable outing.

N. H. CHANEY.

Without consulting Dr. Chaney, the editor takes the liberty to add the following, based upon information just received from Secretary Shepard:

Arrangements for the Fortieth Annual Convention at Detroit next July are progressing very satisfactorily. The various programs will be completed before May 1. The Official Program-Bulletin will be issued on that date.

All railroad associations, excepting the Trans-continental lines, have united in granting the usual rates and ticket conditions. Favorable action by these lines is expected at an early date.

The local railroad lines entering Detroit will soon announce the side trip rates, to follow the convention, to various resorts in northern Michigan and Canada, to Buffalo and other eastern points. Already a rate of \$4.00 for the round trip by lake steamer has been granted from

Detroit to Buffalo and return. The same rate is granted by steamer from Detroit to Mackinac and return.

The Detroit local committees are thoroughly organized and actively at work. The Detroit hotels have filed with the National Executive Committee full schedules, guaranteeing rates and accommodations, which insure reasonable charges without overcrowding. The Hotel Cadillac will be the headquarters of the Association.

Twenty-one parlors at the Hotel Cadillac have been reserved for state headquarters. The following have already been engaged:—Michigan, Dining Room Lobby; New York, parlor "A"; Illinois, parlor "D"; Chicago Teachers' Federation, parlor "E"; Colorado, parlor "F"; New Jersey, parlor "G"; Missouri, parlor "H"; Nebraska, parlor "I"; Ohio, parlor "J"; Indiana, parlor "K"; North and South Dakota, parlor "L"; Georgia, parlor "M"; Pennsylvania, parlor "N"; Iowa, parlor 2; Massachusetts, parlor 4; Minnesota, parlor 10; Kansas, parlor 14; Wisconsin, parlor 16. Applications for the remaining parlors should be made at an early date.

The Local Committee has already begun a canvas of the best homes of Detroit to secure accommodations for 10,000 teachers.

Correspondence regarding local interests should be addressed to Oliver G. Frederick, Secretary of

the General Committee and Chairman of the Local Executive Committee N. E. A., Detroit, Mich.

ATRIIP TO PORTO RICO — THE VOYAGE.

When the magnificent South-western Limited on the Big Four route left Columbus at 10.00 P. M., Feb. 28 for New York, there were many evidences about us to indicate that winter was still at hand, and the next day as we traveled on at a rapid rate through the Empire State, with deep snow drifts constantly in sight, and watched the people crossing the beautiful Hudson on the ice, we could hardly realize that we were starting on our journey to Porto Rico, and that in a few days we should be in the land of summer. At New York we were joined by our good friend, Hon. Henry Houck of Pennsylvania, and exactly at noon, Saturday, March 2, our vessel, the San Juan, steamed out of New York harbor, and headed for the southeast, never to change her course, until she landed us safe and well in the beautiful harbor, fourteen hundred miles away.

The voyage was a delightful one, over an almost peaceful ocean, with scarcely enough sea sickness on board to furnish an opportunity for any one to relate the long list of ancient anecdotes suggested by that malady. To be relieved of this was in itself great cause of thankfulness. Each day of the voyage was gladdened by beautiful sunshine occa-

sionally mingled with brief showers of rain out of which would come the rainbow which is said in the morning to be the sailors' warning, and at night, the sailors' delight, and which, once seen at sea, is never to be forgotten. The glorious sunsets—we confess that we did not see many sunrises, that part of the observation being in special charge of Mr. Houck—seemed to grow in beauty with each passing day and the location of the gulf stream, and the latitude of the tropic of cancer, which had caused us so much concern as a school boy, and in the teachers' examination were of great interest.

Some of Mr. Houck's friends discovered that March 6 was his birthday, and prepared to celebrate it in a fitting manner. The steward of the vessel was taken into our confidence and at dinner in the evening, a fine cake was presented to him with many earnest wishes that he might live many more years to bless and cheer his friends. We are not at liberty to tell his exact age, but can only state, what all who know him will heartily endorse, that judged by the good he has done, by the number of burdens he has lightened, by the thousands he has cheered on to more earnest effort and happier lives, he is the oldest man known to the teaching fraternity. He is a living example of that entirely too small class of individuals described by the poet who says:

"They are indeed exceptions, but they show
How far the gulf stream of our youth may flow
Into the arctic regions of our lives."

We were due in San Juan, March 7, but on account of a slight accident to some part of the machinery, we reached the harbor early Friday morning, March 8. At 5 A. M., the gong sounded and in a short time all the passengers were on deck to view one of the most beautiful scenes it has ever been our good fortune to enjoy. A slight shower so common in the tropics had just ceased to fall and the dark clouds from which it came still lingered near reflecting the golden glow of the rising sun. In the midst of these impressive surroundings, to the left of us stood "Old Morro" in its impressive grandeur, typical of a civilization which is rapidly passing away while from its summit floated the Stars and Stripes, the emblem of that better civilization which is so rapidly taking its place. Not far away to the right of Morro, Casa Blanca, built by Ponce de Leon, and now occupied by the American Navy, was seen, while far away at the other extremity of the city our eyes rested upon San Cristobal, the second great fort built for the protection of the ancient city, and connected with Morro by the high wall with which the entire city was originally surrounded. To the right of us Leper

Island and the Island on which the Spanish prisoners were formerly held were pointed out, and as we looked at them, many thoughts of the poverty, suffering, oppression, and tyranny so long endured by these unfortunate people crowded into our minds, soon to give way to the pleasure and joy of meeting Commissioner Brumbaugh, his family, and other friends, and acquaintances who we knew would be at the landing to make us welcome.

The newsboy with true American push and energy first greeted us and the first statement we read in the "San Juan News" was the rather startling announcement of a riot the day before resulting from an attempt of one of the School Inspectors to compel obedience on the part of a rebellious school girl, and the rather unpleasant information that the Commissioner of Education, himself, had been placed under police protection. Such a condition of affairs did not create very pleasant anticipations of the three meetings which were announced for the day, and we began to wonder what it would be *safe* to say. At this juncture our minds were relieved by the presence of Commissioner Brumbaugh, accompanied not by an escort of policemen, but by his own family, and we soon learned that the "School Riot" of the day before was in truth a very insignificant affair with which he had in no sense been connected, and that the newspaper account

bore about the same relation to the real facts in the case as such accounts commonly do in our state of Ohio.

Immediately upon landing, we were driven to the Olimpo, a very comfortable hotel located in Santurce two or three miles away, and were compelled to make very hurried preparations for the first of five educational meetings to be held in the Theatre in San Juan that day and evening, and the following Saturday—the first meetings to be held on the island in the interests of free, public education.

EDUCATIONAL NEWS.

—The first of a series of short articles descriptive of our trip to Porto Rico appears in this issue. It is impossible to give any idea of many of the experiences which were ours in the month's trip, but we shall do the best we can to describe some of them and to state some of the lessons resulting therefrom. After a six days' sail, the first of which was on rather a rough sea, and the last of which was through a fog which at times was so dense that the vessel was compelled to anchor for several hours at a time, the return journey was completed, and at 5:00 P. M., March 25, we were once more in New York where a large accumulation of mail including a "Spring Poem" and other "remembrances" prepared especially for the occasion by kind friends, humor-

ously inclined, awaited us. In our absence, many good friends were especially thoughtful of our interests, personally and editorially, and to all such, we extend our heartiest thanks.

—The announcement of the Summer School of Mount Union College, Alliance, Ohio, shows that the preparations for this school are both extensive and complete. The term extends from June 25 to August 9, seven weeks in all, and furnishes an opportunity for all grades of work. The faculty consists of over thirty persons, all well equipped by education and experience for their special work. The last week of the term will be designated as Institute Week, one of the instructors being Hon Henry Houck, of Pennsylvania. Another prominent feature will be the Lecture Course of fifteen lectures free to all students of the Summer School. The fees and expenses are all low. Write at once for any desired information to President Albert B. Riker, Alliance, Ohio.

—At a recent session of the Farmers' Institute held at Tremont City, Clark County, Supt. Clark of the German township schools, made an excellent address in which he made a most earnest plea for a closer and more sympathetic relation between the home and the school, and for better educational advantages for the country boys and girls.

—At the third meeting of the Putman County Teachers' Association for the present school year, several helpful papers were read, and two very interesting addresses were delivered by Supt. C. C. Miller, of Lima, who is a favorite among the teachers of the county.

—At the last session of the Licking County Teachers' Association, Prof. F. C. Doneker gave some "Electrical Experiments" with great success; Dr. J. C. Hartzler discussed "The Constructive Methods of Teaching and Study" in his usual clear and concise manner; Supt. F. P. Householder read a paper on "The Moral Responsibility of the Teacher," and Prof. W. I. Crane of Dayton, gave an exceptionally strong lecture on "Interpretative Reading," which was greatly appreciated by all his audience.

—The Four County Association, composed of Crawford, Marion, Morrow and Richland Counties, held its last meeting at Marion. It was a most interesting session, and great credit is due Supt. Powell for the successful manner in which he conducted the meeting throughout. In his inaugural address, he made a strong appeal for better and broader work resulting in more excellence in the product of our schools. Supt. Williams of Sandusky made a very practical and helpful talk on "Habit in Education," and Miss Florence Robinson of Mansfield read a fine paper on

"Art in Primary Work," dwelling upon the importance and educational value of pictures teaching goodness and kindness. The paper of Miss Sophia Schaber of Bucyrus on "Nature Study" showed careful preparation, and was well received. Supt. Guinther of Gallion discussed "Marking Time", and showed the true condition of too many of our rural schools with their small enrollment, and resulting lack of interest. He favored centralization as the best solution of the problem. W. I. Crane of the Steele High School Dayton, delighted the audience with a scholarly and entertaining lecture on "Interpretative Reading." At the Round Table sessions, several important topics were discussed. Excellent music was furnished by the Marion Teachers' Quartette consisting of Mrs. J. H. Criswell, Miss Abbie Gast, and the Misses Kowalke. The next meeting will be held at Bucyrus with the following officers: President, Supt. J. J. Bliss, Bucyrus, and Secretary, Miss Balingier.

—Under the management of Supt. A. F. Waters, Georgetown has just closed another successful lecture course netting \$75.00 for their school library which now contains nearly 500 volumes in addition to a large amount of material used for supplementary reading.

—The first commencement announcement for this season to reach us is that of Nimishillen township,

Stark County, which is under the supervision of H. C. Koehler of Louisville. The address was delivered by Supt. J. E. Morris of Alliance.

—We are under obligations to Principal A. B. Johnson of Avondale for the information that, at a recent session of the Cincinnati Principals' Association, after a thorough discussion, a resolution recommending a change from vertical to slant writing, was adopted by a vote of thirty-two to two. Following the above statement was the suggestive observation—"Another fad, having wrought its mischief in the schools, will soon disappear."

—At the suggestion of Supt. Boone of Cincinnati, we gladly publish the following statement of Principal O. P. Voorhes relative to work done in supplementary reading by the pupils of his school. The statement carries with it a valuable lesson to teachers and principals:

Besides the regular assigned work of the grades, which includes two-grade readers, the second of which has been in the hands of the pupils since March 1, the pupils of the Riverside School, Cincinnati, since Nov. 1, 1900, have done the following supplementary reading up to March 18, 1901:

750 individual assignments have been made from the library to the pupils of 4th, 5th, 6th, 7th and 8th grades, in all 150 pupils.

These assignments have been

along the lines of History, Biography, Travel and such fiction as would correlate with the other work.

The 2nd Grade has read the Baldwin Primer. The 3rd Grade, Cyr's Second Reader. The 4th Grade, Seven Little Sisters, by Jane Andrew, Brooks and Brook Basins by Frye, Stories from Plato, by Mary E. Burt. Eggleston's Primary History. The 5th Grade, Pioneers of the Mississippi Valley by McMurry. Grandfather's Stories by Johannot. The 6th Grade, Madam How and Lady Why by Kingsley. The 7th grade, Pioneers of the Mississippi Valley by McMurry and Eggleston's, Barnes's, Montgomery's, and Quackenbos's U. S. History. The 8th Grade, besides much assigned reading, has studied as literary characters Irving, Cooper, Bryant, Emerson, Hawthorne, Longfellow, Holmes, and Lowell, through such of their writings as were suited to the age of the pupils.

In conclusion would say that after a vigorous test in the regular work, I have found the results equal if not superior to work done in former years when the supplementary work was not done.

—It is a pleasure to note the reelection of Supt. R. W. Himes of Covington for another term of three years—a well merited recognition of a most worthy man.

—We note from a recent issue of the *Bowling Green Sentinel* that C.

M. Swingle has taken charge of the high school in that city, having resigned his position at Millersburg which he had filled so acceptably for nearly five years, to accept the position.

—The total attendance at the meeting of the Department of Superintendence at Chicago was, former active members, 466; new active, 84; associate, 189; total, 739. Of this number Illinois furnished 218, and Ohio is next in order with 75.

—The Auglaize County teachers held their quarterly at Wapakoneta in March.

The forenoon was given over to Round Table topics. Many teachers joined in the discussions.

In the afternoon Hon. F. B. Willis of Ada delivered a most excellent address.

—Supt. George W DeLong, of Corning, has had a severe attack of rheumatism. He has been unable to attend to his work, but at this writing is much improved. Supt DeLong is one of the wide-awake school-men of southeastern Ohio.

—The Perry-Muskingum teachers held a very interesting meeting at Fultonham in March. Addresses were made by Prof. U. G. McCaughey of New Lexington on "Methods in Civics," Supt. C. L. Martzloff, Junction City, "Our Public Schools and what they are for," Supt. Smock of Dresden, "James's Talks to Teachers."

—The teachers of Fairfield

County recently held a most enthusiastic meeting in the South School Building at Lancaster. The forenoon session was devoted to Round Table Discussions led by Supts. Bailey, Wykoff, and McLeary. The discussions were animated and the deepest interest was shown. C. T. McCoy entertained a part of the Institute at dinner. The afternoon session was attended by a large crowd. The addresses were by Supt. C. L. Martzloff on "Our Public Schools and what they are for," and Supt. H. V. Merrick of the Boys' Industrial School, who gave an excellent address on "The Teacher, a Concept Builder."

—The forenoon of the last session of the Darke County Teachers' Association was given to the discussion of the provision made by the County Fair Board for an educational exhibit at the Fair this year. It resulted in the appointment of a committee to devise ways and means for the same and reported as follows: A—Greenville City Schools. B—Schools having six or more teachers. C—Schools having from two to five teachers. D—Country schools. Premiums will be awarded on Penmanship, Arithmetic, Algebra, Botany, Geometry, Essays on local history of County, nature collections, and map drawing. The maps shall consist of first, State of Ohio; second, Darke County; third, Pupil's Township; and fourth, U. S. product map.

The afternoon treat came in the excellent readings from Eugene Field by Supt. Van Cleve of Troy, O. The teachers were held the entire session by the humor and pathos of this writer as brought out by the power of the Superintendent.

Greenville and Harrison townships have had township Superintendents this year whose entire time has been given to supervision. The work has given complete satisfaction, which warrants their continuance.

—Supt. J. D. Simkins of St. Marys has just published a map of Auglaize County which presents graphically both the history and the geography of the county. Not only natural features are represented but also forts, treaty lines, portages,—besides the elevations. It is a most valuable contribution to the history and geography of Ohio.

—John M. Mulford has resigned his position as head of the department of History in the East High School, Columbus, to become the senior member of the firm of Mulford and Morse in the management of the Equitable Life Assurance Company of New York, for central Ohio. In the retirement of Mr. Mulford the profession loses a most excellent teacher, a man who wins and holds the respect of parents, pupils, and teachers.

—The Teachers' Pension Law has been declared unconstitutional by the Lucas County court and we

learn that a majority of the Toledo teachers are rejoicing over this decision. In order to have the matter settled beyond question the Toledo Board has decided to have the case carried to the supreme court.

—Supt. George I Tripp of Hudson, Michigan, has been elected president of the Fayette Normal School at Fayette, Ohio. Mr. Tripp's term of office will begin next June.

—Dr. J. J. Burns of Defiance made a trip to the Hoosier state on the 9th inst. to lecture on Brown-
ing.

—The Hancock County Teachers' Association held an interesting session at Findlay on March 2. The program included a lecture by Supt. W. S. Robinson of Fostoria on "Literary Culture" that was especially good and helpful. The Fair Association of Hancock County has decided to add an educational department, and placed Supt. J. W. Zeller, of Findlay in charge. Mr. Zeller has taken hold of the matter with both hands, determined to make the educational exhibit one of the most interesting features of the fair.

—A report comes from North Baltimore that the efficiency of the schools is sadly interfered with by the lady teachers' forsaking the schools for matrimony. Those seeking a place where people "neither marry nor are given in mar-

riage" would evidently do well to shun North Baltimore.

—The new high school building at Findlay is nearly completed. It is a handsome piece of architecture and well planned throughout.

—Prof. Warren Darst of Ada, since his retirement from the Ohio Normal University spends a part of his time looking after the improvement of a large tract of land which he owns in Indiana.

—Fostoria will erect a new and handsome high school building the coming summer.

—Prof. F. E. Knoch has been elected to the chair of science in the Toledo Polytechnic School.

—The new Mennonite College at Bluffton, Ohio, is having a successful year. Prof. Carl Michel, formerly of Ada, is in charge of the department of mathematics.

—The East Liverpool high school deems it an unusual privilege to have the new library so close at hand. This is a \$50,000 structure, the gift of Mr. Carnegie, who once belonged to the small boy element of East Liverpool. Facing Fourth Street and the Central Building on one side and Broadway on the other, the site could not be a more desirable one. It will certainly be a potent factor in the development of the growing educational sentiment in the community. The high school of this prosperous city continues to prog-

ress not only in library but laboratory as well. The Crowell Apparatus Cabinet, with which five hundred experiments can be successfully performed, was recently added to this department. The new wireless telegraphy apparatus is also in use and has caused intense interest on the part of a number of the citizens as well as the high school pupils. It is worthy of mention that nearly all the excellent supply of apparatus now in use has been purchased through the efforts of the high school pupils in conducting the lecture course work.

—The Miami County Teachers' Association held its third meeting for the year 1900-1901 in the High School room of the Tippecanoe City schools on Saturday, March 16. The meeting was fairly well attended and very profitably instructed by various local lights and two distinguished visitors, Supt. Dial, of Lockland, and Dr. Hailmann, of Dayton.

The morning hour was given up to music by the High School pupils of Tippecanoe City, to a general discussion of selected topics of current interest and to a very suggestive paper by Supt. Dial on "The Old and The New."

The general discussion turned upon the questions: "Shall the Boxwell Examinations be Made More Rigid," and "At What Time in the School Course is Oral Language Training of Most Value."

On the former topic the consensus of opinion was that while standards for teachers were being put up, there was equal need for stronger demands upon pupils. The latter topic was only touched upon. The true scheme for language culture implies much work of an oral sort in the earliest years and practically no written exercises, but the practice of the school shows that at about the sixth year there comes a time in the life history of the child when he becomes temporarily tongue-tied in the expression of his thoughts.

The afternoon program was made up of a miscellaneous program of music and a philosophic and earnest discussion by Dr. Hailmann of the theme, "Constructive Work in the Schools." Dr. Hailmann was in his happiest vein and delighted and instructed his audience for an hour with his clear statements and profound generalizations. He also illustrated the theme with some beautiful specimens of work done in his own schools in sixth and seventh years.

—Samuel V. Cox has moved from Peninsula to Sebring, where he has been elected superintendent of schools.

—We regret that lack of space will not permit an extended notice of the recent organization of the National Anti-Cigarette League at Chicago. We are sure that all who are interested in the welfare

of the boys of our country will give it hearty support. The president of the new organization is Prof. Frank V. Irish, of Columbus, who has been so successful in his work of organization in Ohio.

—Supt. H. D. Grindle and Principal F. B. Moore of Columbus Grove, have both been re-elected at increased salaries.

—Supt. C. J. Britton of Gallipolis is meeting with great success in his new position. He is progressive and earnest in his work, and his influence is already felt in the educational affairs of the county as well as city.

—H. M. Parker, for so many years superintendent of the public schools of Elyria, has retired from the position, to devote his entire time to advancing the interests of the Maccabees, a fraternal beneficiary society, of which he is Great Commander. His many friends in the school work in Ohio with whom he has held such pleasant relations for so many years, will all join in wishing him the highest success in his new work. We trust that he may still find time to mingle with us occasionally in our educational meetings, and give us the benefit of his wise counsels. W. R. Cummings, editor of the *Lorain Times*, has been employed to give a portion of his time to the work of supervising the schools for the remainder of the school year.

—The Sixth Annual Commencement of the Bethel township, Mi-

ami county, high school is announced for April 10. The annual sermon is to be delivered by Rev. A. E. Wright of Circleville. The class numbers thirteen and is a great credit to the school. The work of Supt. E. C. Hedrick has been very satisfactory to all friends of the school.

— At the last session of the Butler County Teachers' Association, E. B. Finch of Oxford read a paper on "The Cultivation of Literary Taste in Children," and Prof. J. A. Bownocker, O. S. U., gave an exceedingly interesting and instructive address on "The glacial Period in North America." Prof. Bownocker's work for the teachers and schools of the state is greatly appreciated by all who are interested in the work of education. The following resolutions by Superintendent S. L. Rose on the death of John C. Ridge were read and adopted:

WHEREAS, Since the last meeting of this association, to wit, on January 29, 1901, John C. Ridge, stricken with paralysis, died at his home, Nelson Place, Mt. Auburn, Cincinnati, therefore be it

Resolved, By the teachers of Butler county in association assembled, that we greatly deplore his untimely death. As a former teacher and as a representative of publishers of school texts, through many years of social and business acquaintance we long since learned to know him as an honest and fair man, a wise counsellor, a helper indeed, and a true and sincere friend.

He was ever ready to aid in the promotion of our work and ever generous in his dealings with the members of our fraternity. We shall miss him from our meetings, from which until his affliction he was seldom absent. His friends, legion throughout Ohio, sadly feel his loss but none more sorrowfully than we.

Resolved, That this memorial be spread upon the record of this association and a copy be forwarded to the family.

When the hour for business arrived, the following officers were chosen by acclamation under the new constitution:

President, L. A. Miller; vice-president, E. M. Jefferys; secretary, Elizabeth M. Hancock. The new office of treasurer provided by the constitution was filled by the election of J. A. Goshorn of Shandon.

The executive committee is Miss Mary Grennan, L. P. Clawson, jr., and S. L. Rose.

Supt. Rose announced that the meeting of the Southwestern Ohio Teachers' association would be held in Hamilton on April 27.

— In discussing "The Teaching Force," in his report of the Cincinnati schools, just issued, Supt. Boone says:

The total number of rooms occupied by teachers during the year is 886. Besides these there were thirty-three teachers who were not in charge of rooms—special teachers of Music, Drawing, Physical Training, Penmanship, and in some instances German. The average number of teachers employed during the year was 948.

Of these, 750 had their elementary schooling in Cincinnati. All but five of the 750 had their secondary schooling in Cincinnati, also. That is, 80 per cent of the teachers had all of their academic training practically in the Cincinnati schools; and 90 per cent of them either in this city or within the State of Ohio outside of the city.

Moreover, 184 teachers, or 18 per cent of the entire corps, have had a college training, one-half of them in Cincinnati. A more faithful hard-working body of teachers can hardly be found in any city of whatever size.

A number of voluntary organizations have been maintained by them during the year, as certain of them have been maintained for several years. The Cincinnati Teachers' Association, The Teachers' Club, The Mathesis, The Principals' Association, and several Round Table Organizations for the serious and critical study of selected subjects or professional texts. For the most part these have been well attended, especially those for personal improvement through systematic study. Visits by several teachers have been made during the year, by your permission and encouragement to Schools in Chicago, St. Louis, Cleveland, Toledo and Columbus. Besides this, your standing regulation that permits to each teacher, two days annually for visiting other schools within the system, has been used by many of them, and with great profit and appreciation.

No teacher, whatever her scholarship, her professional training or experience, can hope to do the best work for the children of a changing social and economic life in the midst of a complex and growing civilization, who does not keep up vig-

orous, persistent and sympathetic relations with the best that is being thought and done, as well as said and written, among progressive teachers in other systems. It is true of Cincinnati, as of other cities, that they must have this intellectual and professional commerce with their colleagues in other cities, else they fall into ruts and ways of mechanical doing that are injurious for the children and suicidal for themselves.

DIRECTORY OF IMPORTANT EDUCATIONAL MEETINGS.

[We desire to give, each month, reliable information regarding the time and place of important educational meetings, and shall greatly appreciate the assistance of our readers and friends in securing such information. Notices relating to such meetings should reach us not later than the twentieth of the month preceding the month in which the meeting is to be held.]

NATIONAL EDUCATIONAL ASSOCIATION.

President — J. M. Green, Trenton, N. J.

Secretary — Irwin Shepard, Winona, Minn.

Place — Detroit.

Time — July 9-12, 1901.

OHIO STATE TEACHERS' ASSOCIATION.

President — E. W. Coy, Cincinnati.

Secretary — H. H. Helter, Wapakoneta.

Place — Put-in-Bay.

Time — June, 1902.

No meeting of this Association will be held in 1901 on account of N. E. A. at Detroit.

CENTRAL OHIO TEACHERS' ASSOCIATION.

President — Horace A. Stokes, Delaware.

Secretary — Eudora C. Baldwin, Urbana.

Place — Cincinnati.

Time — To be determined by executive committee.

NORTHEASTERN OHIO TEACHERS' ASSOCIATION.

President — F. J. Roller, Niles.
 Secretary — F. P. Shumaker, Chagrin Falls.
 Place — To be named by executive committee.
 Time — May 25, 1901.

EASTERN OHIO TEACHERS' ASSOCIATION.

President — H. V. Merrick, Lancaster.
 Secretary — Kate Simmons, Cadiz.
 Place — Zanesville.
 Time — November 29 and 30, 1901.

SOUTHEASTERN OHIO TEACHERS' ASSOCIATION.

President — B. O. Higley, Athens, O.
 Secretary —
 Place — Jackson.
 Time — October 25 and 26, 1901.

SOUTHWESTERN OHIO TEACHERS' ASSOCIATION.

President — R. G. Boone, Cincinnati.
 Secretary — Miss Frank E. Thompson, Hamilton.
 Place — Hamilton.
 Time — April 27, 1901.

NORTHWESTERN OHIO TEACHERS' ASSOCIATION.

President — E. D. Lyon, Mansfield.
 Secretary —
 Place — Toledo.
 Time — November 29 and 30, 1901.

WESTERN OHIO ROUND TABLE.

President — R. W. Himes, Covington.
 Secretary — J. W. Swartz, Tiptecanoe City.
 Place — Dayton.
 Time —

NORTHWESTERN OHIO ROUND TABLE.

President — J. W. Smith, Ottawa.
 Secretary — Rose Dunathan, Van Wert.
 Place — Lima.
 Time — April 5 and 6, 1901.

OHIO VALLEY ROUND TABLE.

President — C. E. Githens, Wellsburg, W. Va.
 Secretary — C. E. Githens.
 Place — Wellsburg, W. Va.
 Time — April 5 and 6, 1901.

STATE ASSOCIATION OF SCHOOL EXAMINERS.

President — Horace A. Stokes, Delaware.
 Secretary — C. L. Martzloff, New Lexington.
 Place — Columbus.
 Time — Christmas week.

STATE ASSOCIATION OF TOWNSHIP SUPERINTENDENTS.

President — A. B. Graham, Springfield.
 Secretary — D. H. Barnes, Osborn.
 Place — Columbus.
 Time — Christmas week.

STATE ASSOCIATION OF SCHOOL BOARD MEMBERS.

President — H. S. Prophet, Lima.
 Secretary — J. H. Williams, Columbus.
 Place — Columbus.
 Time — To be determined by executive committee.

BOOKS AND MAGAZINES.

Ginn & Co., Chicago, Ills.:

"Easy Stories." By Elizabeth A. Turner. A beautiful story book for children containing material easily mastered. Mailing price, 35 cents.

D. C. Heath & Co., Chicago, Ill.:

"Two-Book Course, in English." By Mary F. Hyde.

Book I.—Lessons in the use of English. Book II.—Practical English Grammar with Exercises in Composition.

Houghton, Mifflin & Co., Boston, Mass.:

"Peter Cooper." By R. W. Raymond; "Thomas Jefferson," by H. C. Merwin; and "William Penn," by George Hodges.

Three additional volumes—4, 5, and 6—of the splendid Riverside Biographical Series.

"The Woodpeckers." By Mrs. Fannie Hardy Eckstorm. With five full-page plates and many text illustrations.

A lively yet accurate and orderly account of the woodpecker family, treating somewhat exhaustively of the commonest species, and less fully of the others. The book is in a form quite certain to interest young people, and very likely to lead them to further observation and investigation.

"Greek Sculpture." A fine collection of sixteen pictures of Greek Marbles with introduction and interpretation, by Estelle M. Hurl.

Longmans, Green & Co., New York:

"The Human Nature Club." By Edward Thorndike, Ph. D., of Teachers' College, Columbia University. An Introduction to the Study of Mental Life.

"Education and Life." By James H. Baker, President of the University of Colorado. The volume includes a number of papers and addresses prepared for various occasions.

The Macmillan Co., New York:

"Outlines of Educational Doctrine." By John Frederick Herbart. Translated by Alexis F. Lange, Ph.

D., and annotated by Charles De Garmo, Ph. D. The volume has two purposes: First to present Herbart's latest and most complete work on education; and second, to note some of the more recent advances in educational thought.

"Current History" begins its eleventh volume in the March number by enlarging its pages to regular magazine size and appearing in an entirely new and more attractive form. In its reading matter the reputation of this magazine for reliability is fully sustained, while its interest is increased by fuller discussion of important topics and greater variety of illustration.

The story of a duck is the newest thing which Ernest Seton-Thompson, the author of "Wild Animals I Have Known," has written. It is called "The Mother Teal and the Overland Route," and will be published in *The Ladies' Home Journal*.

G. W. Anderson, a distinguished ex-member of the Boston School Board, opens the April "Atlantic" by discussing freely and fearlessly Politics and the Public Schools, showing how the most important work—next to that of the courts—intrusted to the government is suffering through insufficiency and corruption.

The April "Forum" contains an article by Edward Everett Hale, en-

titled "The Hague Peace Conference," in which the famous author presents a masterly review of Mr. Frederick Holl's comprehensive work on "The Peace Conference at The Hague and its Bearings on International Law and Policy." Mr. Holls, it will be remembered, was a delegate of the United States at the Peace Conference which met at The Hague in 1899.

It is not in disparagement of the other contents of "The Century" for April that one claims priority of interest for the last of its "body" articles, "Personal Reminiscences of Queen Victoria." This very entertaining paper is unsigned, the writer merely saying of Her Majesty: "I saw her constantly in the summer of 1886, during my four weeks' peep into English court life, while temporarily forming part of the suite of an illustrious Personage, a guest of the Queen's, at Osborne House." The reminiscences include many authentic and characteristic anecdotes.

In the April "St. Nicholas" Elizabeth Finley tells of "The Little Princess Victoria and Her Dolls,"

which numbered a hundred and thirty-two, two-and-thirty of which she dressed for herself. A portrait of the late Queen at the age of four accompanies this paper, and there are some timely verses entitled "By Favor of the Queen."

Three important features announced by "The Outlook" are "The Rights of Man," by Dr. Lyman Abbott, a series of twelve papers, including an historical survey of the growth of civil and religious liberty, and an analysis of the principles relating to liberty in all its phases; "The Man from Glengarry," a serial story by Ralph Connor, author of "Black Rock" and "The Sky Pilot"; and "Memoirs and Memories of the Nineteenth Century," by the Rev. Dr. Edward Everett Hale, to include reminiscences, anecdotes, portraits, facsimiles and other interesting material. Dr. Abbott's articles begin in the April Magazine Number of "The Outlook," Ralph Connor's novel will begin within a few weeks, and the series of papers by Dr. Hale is announced for publication to begin early in the fall. (\$3 a year. "The Outlook" Company, 287 Fourth Avenue, New York.)

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DISEASE IN SECOND-HAND BOOKS.

[In a recent issue of *The Southern School Journal* edited by our good friend, Prof. J. C. Willis, of Lexington, Ky., there appeared a well written article on "Disease in Second-Hand Books" which showed much careful investigation and thought. After reading the article carefully we submitted it to Dr. C. O. Probst, Secretary of our State Board of Health, and asked him for an opinion regarding the accuracy of its statements and the advisability of republishing it in the MONTHLY. He returned the article with the statement that he was personally acquainted with nearly all the physicians therein quoted, that their views were in the main correct, that the danger of using second-hand books was not over-stated, and that he thought it wise to republish the article and thereby call the attention of teachers and members of boards of education to the facts in the case. The permission of the editor of

The Southern School Journal to republish the article was then asked and was cheerfully granted, and we present it to our readers for their thoughtful consideration.—
EDITOR.]

Second-hand school books have found their way into nearly every neighborhood and school in Kentucky; so have smallpox and other contagious diseases. Scarcely a county in the state has escaped the ravages of this contagion, and in most instances the manner of its approach is mysterious and unknown.

It is a well known fact that contagious diseases may be communicated through second-hand clothing, or other articles of cotton or woolen goods used by patients afflicted with these diseases, unless such articles are thoroughly disinfected; nor does the disinfecting always destroy the germs of disease. This is true of second-hand books. While modern disinfecting is a great benefit, it does not always disinfect. Especially is this true of books. The outside may be thoroughly disinfected, and yet germs

within—between the leaves—remain unharmed, unless the leaves, one by one be subjected to the most careful fumigation. This process in itself would necessarily be so slow, and therefore expensive, that it would be cheaper to buy a new book than to sterilize an old one.

It is remarkable how long an old, soiled garment or an infected book will retain the germs of diseases. The writer is well acquainted with a family that had smallpox twenty years ago; it was before vaccination was so extensively employed, and before the disease was so well understood by physicians as it is today. Every member of the family had the disease; when they had recovered, the house was disinfected well, it was thought, and the intense alarm in the village and surrounding country subsided. Twelve years passed; two other children were born into the family; the story of the smallpox and the terrible fright which it occasioned were almost forgotten, when the younger child, in his play, found some old yarn stockings, which had been used by one of the family while he had smallpox, and which had been rolled up by the nurse and put into an obscure corner of a closet. The child, not realizing danger, unrolled the garments. In a few days, he had a well developed case of smallpox. During the twelve years since the first attack in the family, there had not been a case of the disease in the neighborhood, and the boy who contracted the disease in the manner just described had never been exposed to the disease in any way whatever prior to the time of finding the soiled garments. It is as easy for disease germs, once in an old book, to be retained indefinitely, and fin-

ally communicated as readily as by an old garment.

In support of this position, the testimony of many of the most eminent physicians of Kentucky has been taken and is here given:

Dr. J. N. McCormack, of Bowling Green, Ky., Secretary of the State Board of Health, a gentleman who has perhaps treated more cases of smallpox in the last three years than any other physician, says: "It is easy to see how the use of second-hand books might become a source of contagion in our schools, especially with scarlet fever, and diphtheria. The practice with some of our book-sellers of dealing in second-hand books is very objectionable."

Dr. A. J. Andrews, of Lexington, Ky., a graduate of the College of Physicians and Surgeons, New York City, Director of the Gymnasium of Kentucky University, and a practitioner of wide experience, says: "The use of second-hand books certainly might become a fruitful source of contagion. Pupils in our public schools should not be allowed to use second-hand books at all, especially when they do not know who used the books first, unless the books have been *thoroughly disinfected*; even then, it is possible that some books will be overlooked. Better discard the use of them altogether. One case of smallpox, scarlet fever, or diphtheria may do more damage in a family or community than it is possible to repay by the savings on second-hand books in a lifetime."

Dr. J. B. Marvin, President of Kentucky University Medical department in Louisville, and one of the most noted specialists in the South, says: "Experience of the medical world is in favor of con-

tagiousness of smallpox, measles, itch, scarlet fever, and diphtheria, and the transmission of them through clothing, books, toys, etc. It is possible for these diseases to be communicated through the use of second-hand books. Pupils in our public schools should not buy and use a second-hand book used by a pupil while he had any of these diseases."

Dr. E. Y. Johnson, a prominent physician of Louisville, and Professor of Pharmacy and Pharmacology in Kentucky University, Medical department, says: "Smallpox and measles can be easily communicated through the medium of books, toys, and clothing. It is a well established fact that the specific causes of these diseases are very tenacious of life, and will cling closely to objects such as books."

Dr. T. C. Evans, Dean of Kentucky University Medical department, says: "Such diseases as smallpox, measles, itch, and scarlet fever can be communicated through second-hand school books, and pupils in our public schools should not be allowed to use them."

The Boards of Health in many of our cities are now investigating this question. County Boards are looking into it, also.

The Chicago Library Board has a special committee at work on the subject of infected books now. The following is taken from a partial report made by that committee as reported by the Chicago Tribune, Feb. 19, 1901:

"All the books in the Chicago Public Library should be sterilized to prevent the spread of disease, according to the report of Dr. W. A. Kuflewski, submitted yesterday. Dr. Kuflewski was chairman of the special committee appointed by the

Library board two weeks ago to investigate the subject. He displayed several small glass tubes containing countless germs taken from books in the library." He had examined fifty volumes, he said, and found them all more or less infected. He was convinced the books spread contagion." The committee was continued and is now pushing its work.

Cincinnati is agitating the question, and at work on lines very similar to those of Chicago. The following clipping is taken from The Commercial-Tribune of Jan. 22 last:

"At the January meeting of the City Hospital Trustees, a letter was read from Dr. White, of the Public Library Board, offering to deliver and return free of charge such books and periodicals as may be desired by the patients in the Hospital.

The offer was promptly accepted at the time, and Messrs. Smith and Holmes were appointed a committee to confer with the Library Board to complete the arrangements.

Since then several meetings have been held, but nothing has been done toward putting the project into effect because of the discussion which has arisen over consolidating the two libraries.

Many of the local practitioners believe the Hospital Library should be transferred to the building on Vine street, but they heartily oppose the free delivery scheme.

They say it would be a constant menace to the public health, and, as evidence, they cite innumerable instances where contagion has resulted from books exposed to infectious diseases, sometimes after a period of fifty years.

Books are considered one of the best natural cultures for disease germs known, and no mode of sterilization will cleanse them. This fact has been recognized by the Health Department for a long time. Where books have been exposed even to the atmosphere of rooms in which contagion has been present they have been promptly ordered destroyed.

The subject was called to the attention of Superintendent Fahrenbach yesterday, and he said he had never considered the matter in that light. He at once recognized the danger of contagion, and said he would call the attention of the committee to the fact. All contagious diseases at the Hospital are confined in the Hospital Annex, where, of course, books would not be allowed; but almost every day some patient in wards far removed from the annex develops either diphtheria, scarlet fever, measles, or some other disease and has to be isolated.

When admitted to the Hospital they presented none of the symptoms of those diseases, and if books were to fall into their hands then damage would be done, and if the book had passed on, there is no telling to what extent the disease would be spread.

Mr. Green, the President of the Library Board, said last night that such a thing as sending books from a circulating library to a hospital could not be thought of. "There would be danger of spreading disease germs and endangering the safety of the other patrons of the Library," said Mr. Green.

"The Health Department would not permit such a thing to be done. Every day the Library is furnished with a statement from the Health

Department of the houses where are contagious diseases, and no books are issued on cards to the people living at the addresses given until the department gives consent."

"The Library has many hundreds of magazines every month and these will be given to the Hospital, as the trustees requested, but will not send bound books for circulation."

The Board of Health of Lexington, Ky., is already at work to protect the children of the public schools, and citizens as well, against the dangers of diseased books. The following is taken from the Leader a few days since:

CRUSADE IS ON.

Dr. Healy Begins Work of Inspecting Second-Hand School Books.

Health Officer Healy today started out on his rounds of the book-sellers to get a list of those handling second-hand books. All books of this description are to be disinfecting by the Board of Health.

An official report on the subject will first be handed in to the board by the Health Officer and the disinfecting will take place later.

Dr. Healy, the Health Officer of Lexington, in speaking to the writer, regarding the danger of using second-hand books, said: "There can be no doubt that dirty second-hand books can convey contagious diseases. Some Chicago houses are buying them in states which have made recent adoptions.

"They rebind them, and brush them up a little, and sell them all over the country. I find that there is really no economy in buying them, as the difference in price of the second-hand, and the new books

is only about ten cents per book, on an average. The saving is too small and the risk is too great. One case of smallpox, measles, diphtheria, or scarlet fever taken from these books might do more damage than the savings of many years of their use would benefit us. I think our Board of Health will restrict the handling of such books by our dealers, and regulate the second hand school-book trade more carefully. We can't take the risk of leaving it altogether in the hands of the dealers."

It is also a fact that second-hand books are now sold in large quantities in nearly all our county seats and school towns, and there is hardly a country store that does not have them. These books have been gathered from every conceivable source; they have been used in the public schools of every race and color; they have been used by children of every degree of culture—from the best to the worst and most filthy—and when we permit a child to use such a book, we have no way of knowing whose child used it first.

Kentucky has never had so much smallpox as within the last two or three years. Dr. McCormack, Secretary of the State Board of Health says that nearly every county in the state has had it. In some counties it has amounted to a fearful epidemic. A singular feature is that, in so many places, the disease seems to appear almost spontaneously; at least, the patient and physicians do not know where it came from; even in counties having only a few cases, it seems to be widely distributed.

No county has suffered a worse epidemic than Greenup. At one

time, nearly every neighborhood in the county had it; no county seems to have used more second-hand books in the country schools. A prominent educator of that county says: "Quite a number of second-hand books have been sold within the last few years. These books were bought of a firm in Chicago, whose agent told the dealers that the books came principally from Tennessee, when a change in books was made in that state."

It is a well known fact that smallpox has been widely distributed over the state of Tennessee in recent years. This may be the source of the smallpox in Greenup county, and, as for that matter, in many other localities throughout the state. What is true of smallpox, is equally true of many other diseases. Besides the diseases mentioned above, it is well known that tuberculosis (consumption) is communicable by contact with the bacilli thrown off by victims of this dread disease, and the second-hand book, better than almost any other medium can harbor and communicate such germs to unsuspecting users of them.

Under the circumstances, is it wise, safe, or economical to allow the indiscriminate use of second-hand books in our public schools and homes? Should we take any such risks? The cost of books is one of the least of all the expenses of the student; why take such hazard when so little is to be gained? Besides, the filth of the thing is repulsive to children and teachers of good breeding. If we could always know what child or children have used the books before us, the case would be different. But as it is, is it not almost as cleanly to wear the

soiled garments of an unknown (probably diseased) person? What aesthetic, self-respecting child

should be forced to use such books? It is high time that this state of affairs should come to an end.

EXERCISE.

BY J. A. CULLER.

It would seem from what we read and ordinarily hear, that exercise, taken for its own sake, is an indispensable condition for good health and a sound mind. Is this so?

We hold that the line of exercise to be adopted depends on what is to be done with the increased development, and this may mean that no exercise at all will be advisable for certain persons.

In this article we limit the meaning of the word exercise to those actions of the body which are called for in games and devices invented for the purpose of exercise. The exercise which one gets in the ordinary activities of life is not the kind here referred to.

The advice which we usually hear is, "Get all the exercise you can; the more, the better. It will give you a good appetite and a strong body, and *sana mens in sano corpore*, etc."

Now this may all be well enough under certain conditions and when certain definite ends are to be attained, but the great difficulty with this general advice is that it does

not recognize the fact that development should be for the accomplishment of certain work which we seek to do.

This advice also involves the error of supposing that because the body is strong the mind will as a consequence be strong, while we know that the body may not be muscular and strong and yet be perfectly healthy.

This wholesale exercise for development of all parts of the body and mind is like fitting out a factory with machines all of equal strength and running them all, all the time, at full speed, though only one or two of them will be called upon at any one time and some few will seldom if ever be called into service while that particular product is being turned out of this general factory.

The careful training of prize fighters and the immense development of their muscles are often alluded to as something to be admired and imitated, and this would be a correct judgment if you are preparing to be a prize fighter. Their muscles should all be devel-

oped for they will have to use them all and wish for more; but for most of us, in a much more worthy calling than that of prize fighting, no demand is made for such a condition. In fact it would handicap us to have to give attention to parts which can never be of any service to us. We know that we have latent muscles which if developed can be made to move the ears and scalp, but who thinks of cultivating this ability except as a curiosity.

After one has chosen his vocation in life there are found many muscles of the body which will seldom if ever be called into service. It is better that they should lie dormant.

In a previous article we tried to show the close equality between the energy contained in what was taken into the body and that given out in the form of heat, work, etc. The equality will be exact when a healthy body is fed in proportion to its ability to digest and assimilate. The careful experiments of Prof. Atwater only add another experimental proof of the close likeness of the animal organism to a steam engine, in this respect.

Now, the energy which we eat is transformed first into blood and is distributed by action of the heart to those parts that make a special call for it. If all parts of the body are fully developed then a call is made for a great deal of blood to all parts, and we must continue much useless exercise to maintain

this condition. If a man does heavy work with his right arm and light work with his left, then the muscles of his right arm will be found to be developed and strong and his left arm weak; and more blood will flow to the right than to the left, or at least more will be returned from the left arm unused.

Should a man on finding himself in this condition, proceed by self-imposed exercise to develop his left arm also?

A man may do light manual work but heavy mental work; is it good common sense then for him to keep his body, by exercise, up to a condition fit for heavy manual labor? What is to be gained by such action?

You have all heard the groundless argument that if the body is strong the mind will be strong. The advocates of this idea would be just as reasonable if they would argue that when a full head of steam is turned onto all twenty engines of a factory the one which is to do nearly all the work will do it more effectively because the other nineteen are made capable of doing work which they never do. The operation of thinking involves an expenditure of energy the same as any other kind of effort, and when a man's chief business is thinking, then the blood should lose energy mainly while coursing through his great nervous center. Given a good brain, then the only condition for good thinking is a supply of

good blood and a lack of distractions by calls from other parts of the system. The excessive development of other parts of the body not only calls for blood but for more exercise so that concentration of thought is not possible for any length of time.

When the organs of the body are doing their full duty the body is in good health; then if we eat good food, good blood will be a result, and if this is furnished to the brain rather than to the arms and legs, good thinking will be a result. As long as Alexander Stephens and Alexander Pope could extract energy from beef steak and potatoes it would have been foolish for them to attempt by any system of exercise to develop their diminutive and crippled bodies rather than convert this energy into thoughts in their excellent nervous laboratories.

Again, we often hear it claimed that exercise is good because it increases the appetite. Of course, it will start an appetite, but what of it? Is food spoiling? Is it desirable that we should be able to gorge ourselves? Is it any recommendation of a steam boiler that it can consume more coal than another for the same output of useful energy? If people would only be as sensible about themselves as they are about their machines, there would be less dyspepsia and brighter hopes for the future.

Health is not weight, but it is ability to digest and assimilate just

enough of energy to do most successfully the work in hand.

There is another serious objection to over development by exercise. Each being is born with a certain amount of vital energy, i. e., ability to convert a certain amount of the energy of the world into acts of his life. His maximum life is fixed from the start. If he can live a perfectly normal and economical life he may reach the maximum, but the faster this allowance is used up the shorter are his days. Exercise on the trapeze, parallel bars, and the rings, counts as much as other and useful work of life and hastens the time when the cells of the body will cease to multiply themselves and the act of living will be handed over to the white corpuscles for the period of senility and death.

It is a matter of common information that athletes are short-lived, and during life must continue exercise or suffer evil consequences. And not only that, but it is the testimony of physicians that they, more than others, are subject to tuberculosis. Senator Evarts, who lived to be an old man, boasted that he never exercised.

Many engage in the game of golf, tennis, etc., and at first complain of having sore muscles. They argue that they had not been taking enough exercise, for here they have found some muscles that had not been used for some time. They conclude, therefore, that they

must persist in vigorous exercise until every muscle becomes hard and strong and then they think they are in good health. If these would give as their reason for engaging in the game that they do it simply for the pleasure there is in it they would have a much more plausible reason for their action. Then it would be simply a matter of weighing out so much of the *time* of life for so much of the *pleasure* of life.

The exercises practiced at school, such as marching, movements of the hands and feet, and swaying of

the body, are not objectionable but desirable. Children are by nature very active while growing, and when compelled to sit still for any length of time the blood in the veins, which is ordinarily assisted back to the heart by muscular contraction, has become more or less stagnant from the inactivity of the body, and the children become uneasy. These exercises are not for muscular development but rather for blood circulation. It is plain then that these exercises should be frequent but not long continued.

O. T. R. C. DEPARTMENT.

THE MONTHS TO DATE IN SHAKSPERE.

By J. J. Burns.

JANUARY.

Camillo:

I should leave grazing, were I of
your flock,
And only live by gazing.

Perdita:

Out, alas!
You'd be so lean, that blasts of
January
Would blow you through and
through.

FEBRUARY.

D. Pedro:

Good morrow, Benedick. Why,
what's the matter,
That you have such a *February*
face,

So full of frost, of storm, and
cloudiness?

MARCH.

Perdita:

Golden daffodils,
That come before the swallow
dares, and take
The winds of *March* with beauty.

APRIL.

Antony:

The *April's* in her eyes: it is love's
Spring,
And these the showers to bring it
on.

Portia's Servant:

A day in *April* never came so
sweet,
To show how costly summer was
at hand.

Titus:

O earth, I will befriend thee more
with rain
Than youthful *April* shall with all
his showers.

MAY.

Benedick:

There's her cousin . . . exceeds
her as much in beauty as the first
of *May* doth the last of December.

Dumain:

Love whose month is ever *May*,
Spied a blossom passing fair
Playing in the wanton air.

LETTER FROM JOHN BURROUGHS.

WEST PARK, N. Y.,

March 1, 1901.

MY DEAR SIR:—I have read
with pleasure your remarks upon
"Signs and Seasons" in the
EDUCATIONAL MONTHLY for Feb-
ruary.

The little poem you refer to was
written in '62 during a rather dark
and uncertain period of my life. It
was prophetic of my future and
still expresses my faith.

With many thanks and good
wishes, I am

Sincerely yours,

JOHN BURROUGHS.

J. J. Burns, Esq., Columbus, O.

JAMES'S TALKS TO TEACHERS.

By Charles Haupt.

In the April number of the
MONTHLY a brief review of the
first half of the "Talks to Teach-
ers" was attempted. In consider-
ing briefly the second half of the

volume, in addition to such vital
pedagogical subjects as "The Ac-
quisition of Ideas," "Appercep-
tion," and the "Will," we have
three inspiring "Talks to Students"
which are not only invaluable to
the general reader but especially
suggestive and helpful to those
engaged in educational work. In
a simple but forcible way the man-
ner and importance of acquiring
ideas are developed by showing
that "during the first seven years
of childhood the mind is most in-
terested in sensible properties of
matter." Hence in early life the
importance of games, experiences
on the farm, incidental mechan-
ical training, object teaching, man-
ual training, and the cultivation of
many sided interests. He severely
but justly criticises our modern
writers on pedagogy, when he as-
serts that they in their books write
too exclusively of the early life
of the pupil. The student of the
Sciences, Art, and History of Ed-
ucation is likely to be misled so
that the growing child may be
confined to concrete exercises.
As the child develops in body and
mind, he should be taught to form
the habit of thinking abstractly as
well as concretely. "The object-
teaching is mainly to launch the
pupils, with some concrete concep-
tions of the facts concerned, upon
the more abstract ideas."

The chapter on "Apperception"
furnishes profitable and delightful
reading. No teacher can afford

not to know the views held on this subject by this distinguished leader in psychology. Everything impractical or unessential is eliminated from the discussion. He calls the process of apperception a resultant of the association of ideas—the product of fusion of the new with the old. He cites numerous interesting illustrations of these ideas. With other psychologists, he believes that with the majority of human beings “old fogysm begins at about twenty-five.” “In later life this economical tendency to leave the old undisturbed leads to what we know as “old fogysm.” No one so much as the teacher should be on her guard against this natural tendency to get into a rut. The teacher’s mind should be open to new impressions and ideas. “The conceptions acquired before thirty remain usually the only ones we ever gain. Such exceptional cases of perpetually self-renovating youth as Mr. Gladstone’s only prove, by the admiration they awaken, the universality of the rule.”

The will receives a most practical treatment—“*Voluntary action, then, is at all times a resultant of the compounding of our impulsions with our inhibitions.*” “From this it immediately follows that there will be two types of will, in one of which impulsions will predominate, in the others inhibitions. We may speak of them, if you like as the

precipitate and the obstructed will, respectively. When fully pronounced, they are familiar to every body. The extreme example of the precipitate will is the maniac; his ideas discharge into action so rapidly, his associative processes are so extravagantly lively, that inhibitions have no time to arrive, and he says and does whatever pops into his head without a moment of hesitation. Certain melancholics furnish the extreme of example of the over-inhibited type. So they show an inability to will or act.”

The different temperaments characteristic of the different races with regard to impulsions and inhibitions are discussed and their effect upon individual character is also shown. The oriental despot, Cavour, Lincoln, Gladstone, and Napoleon are all analyzed with reference to impulsions and inhibitions. The balky will in children and will breaking, I find nowhere so well treated. Parents and teachers are only beginning to realize the real nature and importance of this subject. So prominent a moral and religious reformer as John Wesley wrote in his day: “Break your child’s will in order that it may not perish. Break its will as soon as it can speak plainly—or even before it can speak at all. It should be forced to do as it is told, even if you have to whip it ten times running. Break its will in order that its soul may live.” Those who

really understand children will agree with the author's sentiment:

"Such will breaking is always a scene with a great deal of nervous wear and tear on both sides, a bad state of feeling left behind it, and the victory not always with the would-be will-breaker."

Prof. James regards nineteen out of twenty of these peculiar examples of stubborn will as cases of neural pathology rather than of moral culpability. A tactful teacher may avoid the strained relations that are so frequent in some schools but rarely occur in others. The difference in meeting these lies in the teacher. In a well managed school the teacher's will must be supreme.

Note a few of the author's more striking sentences. "Your task is to build up a character in your pupils; and a character, as I have said so often, consists in an organized set of habits of reaction."

"To think, in short, is the secret of will, just as it is the secret of memory."

"I never thought; I never thought how mean the action was, I never thought of these abominable consequences."

"Thus are your pupils to be saved:—First, by the stock of ideas with which you furnish them; second, by the amount of voluntary attention that they can exert in holding to the right ones, however unpalatable; and, third, by the several habits of acting definitely on

these latter to which they have been successfully trained."

In our local circle our teachers found the volume interesting, suggestive, and stimulating; its study was a genuine pleasure to all our teachers. The three talks on "The Gospel of Relaxation," "On a Certain Blindness in Human Beings," and "What Makes Life Significant" are on new lines, timely and forceful. There is room for nothing more than a few striking quotations:

"You Americans wear too much expression on your faces. You are living like an army with all its reserves engaged in action."—*Dr. Clouston.*

"Bottled lightning, in truth, is one of our American ideals, even in a young girl's character!"

"We must change ourselves from a race that admires jerk and snap for their own sakes, and looks down upon low voices and quiet ways as dull."

"Strong feeling about one's self tends to arrest the free association of one's objective ideas and motor processes."

"Prepare yourself in the subject so well that it shall be always on tap; then in the class-room trust your own spontaneity and fling away all further care."

"But we of the highly educated classes (so-called) have most of us got far, far away from nature."

"Was im Gesang soll leben muss im Leben untergehn."

"There are compensations and no outward changes of condition in life can keep the nightingale of its eternal meaning from singing in all sorts of different men's hearts."

HELPS, HINTS, AND SUGGESTIONS.

PRIMARY NUMBER WORK. — NO. 2.

By Margaret W. Sutherland.

The readers of the MONTHLY will remember that the last lesson the little ones had in number work ended with making a row of $2+1=3$, down the left side of their slates, and of $1+2=3$, down the right side. After reviewing the facts of the number three already taught,—and this work should be accurate, bright, and quick,—the following lesson may be given:

LESSON IN MAKING AND READING SIGNS.

Teacher: James, come to the board and write two and one are three, in the short way that we have been doing it.

Well done. Anna, write one and two are three. How many wish to know the name of this sign? (As the teacher asks this, she makes $+$ on the board.) It is called plus. What is it called, children? What is it called, Paul? Come and make it, Cora, and tell me what you have made. Good. Now, every one make *plus* three times on his slate.

Albert: What do you call the other sign, Miss Lawrence?

Miss Lawrence: We call it the sign of equality. I know that is a pretty big word, but my little people can say it. All the class say slowly e-qual-i-ty. Very good, say it again. Kate, say it, please; Mary, Tom.

When we read it in the little lessons you have been putting down on your slates, we read it "equals." Now I wonder who will be able to read $1+2=3$. You may, Jack.

Jack: One *plus* two *equals* three.

Miss Lawrence: Good. Eva, read what I now write. $2+1=3$.

Eva: Two *plus* one *equals* three.

Miss Lawrence: Henry, come to the board and point out what you wish the class to read.

After the pupils have had sufficient exercise in reading what has been written on the board, let the teacher dictate for the pupils to write on their slates, using the proper reading of the signs, $1+1=2$; $2+1=3$; $1+2=3$, having the pupils write the work in columns.

Then use the following exercise for seat work, while other divisions in the primary school or other

classes in the ungraded school are reciting.

Fill the blanks in the following:

$1+1=$; $1+2=$; $2+1=$
 $1+ =2$; $1+ =3$; $2+ =$
 3 ; $1 1=2$; $1 2=3$; $2 1=3$; 2
 $+1 3$; $1+2 3$; $1+1 2$.

Take only so much of this work at a time as will give the children pleasant and profitable employment without overwork. In all seat work, remember that too much should not be given for it is injurious to the child to overtask even the muscles of the hand; that none should be given just to keep pupils busy,—in other words, that all seat work should be educative; that what is given should be inspected with care.

The chief business of early education is the formation of right habits, and the teacher does the child an often irreparable injury if she marks as correct that which is incorrect, if she fosters carelessness by indifference, or if she stifles honest effort by lack of appreciation. The teacher can without much difficulty form the habit of examining slate work carefully yet quickly. She should see that whatever is assigned is done although the assignment need not be the same for all pupils. Faithfulness is one of the most essential elements of a strong character; and the school has much to do with its cultivation by holding children to the faithful performance of what they have been told to do.

To the teachers for whom I am writing I wish to say why I have given this lesson in signs. Of course I do not think that the making of either figures or signs should be taken up until the children by actual use of objects have learned the facts in the smaller numbers. If I were a teacher in a primary school and had *my own way*, I should let the number sense have simply its own natural development as the child studied and talked of things about him. But I am dealing not with ideal but with actual situations, and lessons in number are given in the first term of the first year in nearly all graded schools. Whatever is done I wish done in the best possible way. A great deal of incorrect language will be avoided if the signs used are properly understood and read. In a long experience with children I have always found that as soon as they can get the idea of anything they can call it by its right name. In fact, they have something of a penchant for scientific names. There is nothing that a healthily minded child enjoys more than the feeling that he is learning something.

The language of teachers and pupils in the primary schools where the signs of arithmetic are used but not properly read is something pitiable. This is particularly noticeable in subtraction. I have heard this in a school-room: "John had three cents and Mary

had two cents; how many more cents had John than Mary?" "If John had three cents and Mary had two cents, John would have one more than Mary; because three take away two is one." All such problems are elegantly (?) called "take away problems." These little exercises, $3-1=2$, $3-2=1$, I have known to be read, "Three take away one *are* two"; "Three lessed by two *are* one." And these have not been the errors of inexperienced teachers!

Lessons for teaching —, \times , and \div , somewhat similar to what has been given for + and = may be designed. Care should be taken from the first in the proper reading of signs. If there is anything that seems very wrong to me it is for the teacher of little children to think that "one need not be *particular* about teaching them the right way of doing things at first, that they'll learn all right after while." Some teachers write on the board $2 \times 1 = 2$, $2 \times 2 = 4$, $2 \times 3 = 6$, and read "Two times one are two; two times two are four; two times three are six." Now if they wish to say either "Two times one are two," etc., or "Two ones, two threes," which I greatly prefer, they should write $1 \times 2 = 2$, $2 \times 2 = 4$, $3 \times 2 = 6$. Although the product of factors is the same whatever the order of multiplication, yet in addition the children are taught when numbers are written in a row to add beginning at the left; in sub-

traction the larger number is written first; the dividend precedes when the sign of division is used; and so in multiplication the number to be multiplied should be written first. The reading of $1 \times 2 = 2$, should be "One multiplied by two equals two."

Some of the mistakes in reading blackboard and slate work have come from not realizing that there is a difference between the formality of regular, systematic written work and informal oral work in which the voice of the teacher by inflection and pause indicates things not indicated by the simple placing of signs of addition, subtraction, multiplication, and division between numbers. Of course, such an expression as "lessed by" is never authorized.

For little children the exercises given, should require but a single operation between two numbers. The first or second year pupils are too young to be taught anything about the precedence of signs in operations when signs of addition, multiplication, subtraction, and division are used promiscuously in the same problem; and yet they should not be given exercises with the signs used indiscriminately and be told to take them just as they come. Under such circumstances incorrect results are obtained; and work is made much harder for scholarly teachers that receive the pupils later. Any one tempted to let a wrong thing pass

because the child is little should remember "Habit is ten times nature."

WIRELESS TELEGRAPHY.

By E. P. Durrant.

The aim of this article is to describe a simple and comparatively inexpensive apparatus by which to demonstrate the sending and receiving of electrical impulses without the use of connecting wires.

The essential parts are an induction coil capable of giving a one-fourth inch or longer spark, a relay of about 150 ohms, such as is ordinarily used by telegraphers, an electric buzzer or bell, a coherer, and suitable batteries.

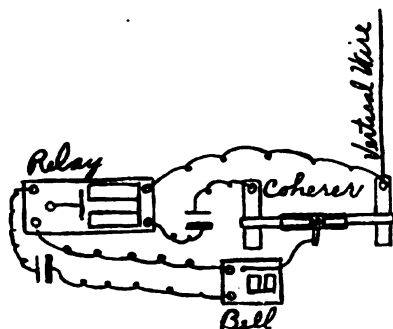
The sending apparatus consists of two brass balls from five-eighths to one inch in diameter, supported vertically from an insulated frame so as to be between the secondary terminals of the induction coil, the balls being one-sixteenth inch or less apart and within "sparking" distance of their respective terminal wires of the induction coil. When the spark passes between the brass balls Hertzian waves are produced, which affect a suitable receiver at a distance of a few feet to several yards, according to the strength of the coil. A Holtz or Wimshurst machine may take the place of the radiator just described.

For the coherer, take two pieces of brass rod two and one-half inches long and one-fourth inch in diameter, solder each rod near

one end to a small brass plate placed at right angles to it, and upon each brass plate solder a brass binding-post taken from an old dry-cell. Then fit the rods tightly into a piece of heavy glass tubing (not so heavy as a barometer tube) so that the ends are a fourth of an inch from each other, the space in the tube between them being two-thirds full of coarse filings from a horse-shoe nail. Support this coherer upon a small piece of board placed upright, from one of the binding-posts lead a wire through two Leclanché or dry cells to the magnet end of the relay, and another wire from the relay back to the other post of the coherer. In one post of the coherer place an upright No. 16 or '14 copper wire four or five feet high. Fasten the buzzer or bell upon the upright board beneath the glass tube so that the hammer may strike the tube when vibrating. Now connect the local end of the relay in circuit with the bell or buzzer and two Leclanché or dry cells. This completes the receiving apparatus.

Ordinarily no current should pass through the coherer and relay, the iron-filings being so poor a conductor. But when the radiator or oscillator is within suitable distance and the spark passes between the brass balls, the filings, under the action of the electric waves, become a conductor, the current passes through the relay and throws into action the buzzer, which, strik-

ing against the glass tube, acts as a sounder. As soon as the hammer strikes the tube at the point just beneath the filings, they "de-cohere" and the current ceases to pass. By timing the passage of the sparks the ordinary Morse signals may be sent.



The figure shows the instruments and connections of the receiver in diagram.

CURRENT HISTORY.

By F. B. Pearson.

Professor G. Frederick Wright, of Oberlin College, who recently returned from a tour of the world in the interests of science, claims his ability to prove scientifically the truth of the Biblical narrative of the crossing of the Red Sea by the Israelites. He claims that this feat was not only possible in the days of Moses, but is also possible now under certain conditions. He maintains, however, that the place of crossing was about twenty miles from that which is generally accepted.

President McKinley has appointed Philander C. Knox as Attorney General to succeed Hon. John W. Griggs, resigned. Mr. Knox is a Pittsburg lawyer who has achieved a goodly degree of success in his profession, and his appointment was due to his recognized legal attainments and also, to his intimate personal relations with the President.

* * *

The capture of Aguinaldo, the insurgent leader in the Philippines, by General Funston is conceded to be a bit of strategem on the part of the captor requiring both heroism and finesse. For this exploit General Funston was promptly promoted to the rank of Brigadier General.

* * *

All sorts of rumors are rife as to the mental and physical condition of Emperor William of Germany, and some of the German periodicals seem to be apprehensive of his speedy collapse. It is not easy to form a correct estimate of the Emperor's condition, but any judgment in the premises must take counsel with the fact that he is nothing if not dramatic.

* * *

The formality of "kissing the book" as a part of the test oath in English courts bids fair to be supplanted by the simpler form of subscribing to the oath with uplifted hand, as in our own country. The

change is advocated as a health measure since the two Testaments in the courts of London are kissed by about 30,000 people annually, and the contention is that this practice is inimical to health.

* * *

It is probable that an effort will be made in the near future to induce the government to transform Valley Forge into a national park. By reason of the infertility of this region many of the historic landmarks have escaped the invasion of civilization, including Fort Washington, Fort Huntingdon, and about a half-mile of earth works. There still remain also, the farmhouses which were used as headquarters by Wayne, Muhlenberg, Varnum, and Stirling. Every student of history will earnestly hope that the promoters of the plan to preserve this historic spot may be successful.

* * *

Professor William W. Goodwin has just retired from active service in the chair of Greek literature at Harvard at the age of seventy. He has occupied the position for forty-two years and is recognized the world over as the foremost Greek scholar in America.

* * *

"Uneasy lies the head that wears a crown" is an aphorism that has added confirmation in the present case of the Czar of Russia. Apprehensive of assassination he is under a strong guard day and night,

and scarcely knows whom to trust so insidiously do his enemies plot against him. Many attribute the present disquietude to the Czar's attitude toward Count Tolstoi, but the cause probably lies deeper in a desire on the part of intelligent people for greater freedom of thought and action.

ARITHMETIC.

By Ed. M. Mills.

1. The hour, minute and second hands of a clock turn on the same center. At what time after 12 o'clock is the hour hand midway between the other two? The second hand midway between the other two? The minute hand midway between the other two?

SOLUTION.

The hands are all together at 12 o'clock, the time at which the movement of the hands is to begin. First, take the case in which the hour hand is to be midway between the minute and second hands.

Let 2 units = distance moved by the *hour* hand, 24 units = distance moved by the *minute* hand, and 1440 units = distance moved by the *second* hand, while the hands were coming into the required position; 24 units — 2 units = 22 units, distance minute hand is ahead of the hour hand when in the position required; and the second hand, in the same time, must have passed around the dial until it has reached a point 20 units from 12 on the

dial. Hence, to come into the required position, the second hand moved 60 minutes—20 units. $\therefore 1440 \text{ units} = 60 \text{ minutes} - 20 \text{ units}$, and $1460 \text{ units} = 60 \text{ minutes}$. 1 unit = $\frac{60}{1440} = \frac{1}{24}$ minutes, and 24 units = $\frac{24}{24} = 1$ minute. Hence, the required time in the first case is $7\frac{1}{2}$ of a minute past 12 o'clock.

In the second case, the second hand is to be midway between the hour and minute hands. The hands will all be together at 12 when the movement begins, as before.

Let 2 units = distance the hour hand moved, 24 units = distance the minute hand moved, and 1440 units = distance the second hand moved, while coming into the required position. $\frac{1}{2}$ of $(2+24) = 13$ units, distance the midway-point between the hour and minute hands is past 12. But to come into this position, the second hand must have moved 60 minutes + 13 units. $\therefore 1440 \text{ units} = 60 \text{ minutes} + 13 \text{ units}$; $1427 \text{ units} = 60 \text{ minutes}$, and 1 unit = $\frac{60}{1427}$ minutes. Then 24 units = $\frac{24}{1427} = 1 \frac{13}{1427}$ minutes. Hence, $1 \frac{13}{1427}$ minutes past 12 o'clock is the time required in the second case.

In the third case, the minute hand is to be midway between the hour and second hands. Since the midway-point between the hour and second hands, moves faster than the minute hand, it is evident that the second hand must move around the dial, overtake and pass

the minute hand, in coming into position. In the same time, the hour hand will move 2 units, the minute hand 24 units, and the second hand 1440 units.

24 units—2 units = 22 units, distance the minute hand is ahead of the hour hand. Then, if the minute hand is to occupy the midway-point between the other two, the second hand must be 22 units ahead of the minute hand, or it must be 46 units past 12. $\therefore 60 \text{ minutes} + 46 \text{ units} = \text{distance the second hand moved in this case}$. Hence, $1440 \text{ units} = 60 \text{ minutes} + 46 \text{ units}$; $1394 \text{ units} = 60 \text{ minutes}$, 1 unit = $\frac{60}{1394}$ minutes, and 24 units = $\frac{24}{1394} = 1 \frac{23}{697}$ minutes. $\therefore 1 \frac{23}{697}$ minutes past 12 o'clock is the time required in the third case.

NOTE—Draw a 12-hour clock dial, and locate the hands for each of the three cases. The discussion will then be readily understood by any class ready for "full grown" mental arithmetic.

Will some of our friends give rule for determining in statute miles the length of degrees of longitude on the different parallels?

R. C. M.

Owing to the spherical slope of the earth, the meridians intersect at the poles; hence degrees of longitude decrease in length as we go either north or south of the equator. The length of a degree of longitude measured on the equator is 69.164 statute miles; and the length of a degree measured upon

any parallel will vary directly as the cosine of the latitude. Hence this rule: "To find the length of a degree of longitude upon any parallel, multiply 69.164 statute miles by the cosine of the latitude of that parallel."

For example, find the length of a degree of longitude measured on the 40th parallel. The cosine of $40^\circ = .76604$, taken from a table of natural sines and tangents. \therefore length of $1^\circ = 69.164 \times .76604 = 53$ miles.

COUNTY EXAMINATION QUESTIONS.

[Each month examination questions for some county in the state will be published for the benefit of teachers who desire to know something of the character of the questions asked in the different counties or who desire to make use of such questions in their own study or teaching.]

Montgomery County.—Examiners, G. W. Brumbaugh, E. W. Waymire, and F. W. Miller.

THEORY AND PRACTICE.

NOTE.—The basis of examination upon this subject throughout the year will be *Roark's Method in Education*. The work of the O. T. R. C. course as outlined for the months *previous* to the examination will be the scope included at each examination.

1. What are some of the important things to be emphasized in teaching the geography of a coun-

try? 2. Why should history and geography be correlated? What can you say of history as a culture study? 3. Why should the study of civics have an important place in a course of study? 4. Discuss *patriotism* in connection with geography, history, and literature. 5. What are some of the suggestions for primary work in physiology? 6. What have you done in your school work along the line of scientific temperance instruction?

READING.

1. What were some points of likeness between Henry V. and the Black Prince. Tell of the "wooing" of Henry V. 2. What two great events demanded the attention of Europe during the life of Henry VI? 3. Who was Edward IV? Who was Lady Gray? 4. Tell something of Warwick. What became of him? 5. Tell something of the character, Clarence, in the story of Edward IV. 6-10. Oral reading.

SPELLING.

1., harmonize; 2, advisable; 3, optician; 4, fascination; 5, pretense; 6, caricature; 7, administrator; 8, domicile; 9, reprehensible; 10, judicial; 11, misdemeanor; 12, felony; 13, insurrection; 14, blasphemy; 15, exemption; 16, pneumatic; 17, seize; 18, mediaeval; 19, idiomatic; 20, version; 21, tenacious; 22, affirmative; 23, reluctance; 24, positive; 25, canon.

GRAMMAR.

1. Define grammar as a science and as an art, and give the standard of grammatical accuracy in the use of language. 2. How much grammar should be taught in our country schools? 3. What is your opinion as to the gender of collective nouns? How do you determine whether they are singular or plural? 4. Give a synopsis of an irregular verb in the passive voice, subjunctive. 5. Write correctly in all respects—The result however of the three years rain of tyranny of James II was that William of Orange came over from Holland and without shedding a drop of blood became a King in 1688 William III of England. 6. Illustrate what is meant by direct and indirect objects. By conjunctive pronouns. By verb-phrases. By factative adjective. By defective verb. By grammatical equivalents. 7. Correct, if necessary, and give a reason for the change—a. Great pains were taken to find out who I went with. b. Each of the students are good scholars. c. It is easier said than done. d. Either he or I has made a mistake. e. Time and tide waits for no man. 8. Parse italicised words: a. The fruit is ripe *enough to eat*. b. There is no fireside *but* has one vacant chair. c. John *was taught music* by his teacher. d. I came for *to see*. 9. Show the difference between personal and relative pronouns, adjectives and participles, adverbs and conjunctions, infinitives and nouns,

and parsing and analysis. 10. Write five complex sentences and use (1), the perfect or past participle of *lay*; (2), the superlative of *little*; (3), possessive of *which*; (4), the past subjunctive of *be*; and (5), the progressive form of *die*.

GEOGRAPHY.

1. What natural conditions make the site of Albany a favorable location for a city? 2. Show in what way the Appalachian Mountains influenced the early history of our country. 3. Through what two ports in Germany is most of the trade carried on between the United States and Germany? Name the chief port in the United States. 4. Compare the latitude of Paris with that of an American city. What city has long served as the port of Paris? 5. Locate Manchuria. Give some idea of its size. What has brought it into prominence recently? 6. Where is the Welland Canal? The Suez Canal? The Erie Canal? The building of what canal is considered by the United States? 7. Name the capitals of the following countries: Spain; Uruguay; Chili; Denmark; Sweden; Persia; Switzerland; China; Egypt; Belgium. 8. Locate and describe Colorado Canyon. Where is Snake River? Humboldt River? Madeira River? 9. Compare the surface of the ocean bottom with the surface of the land. Account for some of the differences between the ocean bottom and the surface

of the land. What can you say about life on the bottom of the deep ocean? 10. State the Nebular Hypothesis and mention a few facts which point to its truth.

ARITHMETIC.

1. The diameter of the base of a cylinder is 18 feet and the altitude is 42 feet; what is the length of a rope which is wound around it in a regular spiral from one end to the other, and passes around the cylinder 7 times? 2. A pole 39 feet high stands at one of the vertices of an equilateral triangle. A rope 89 feet in length attached to the top of the pole will just reach either of the other vertices. What is the area of the triangle? 3. A merchant imported wine at \$2.80 a gallon. 9% was lost by leakage. At what price per gallon must he sell the remainder to gain 30% on the cost of all? 4. I invested \$7,819.20 in R. R. stock, at 108%. If the stock pays an annual income of \$506.80, what is the rate of dividend? 5. A man sold two horses for the same price. On one he gained 25%, on the other he lost 25%. His whole loss was \$20; what was the selling price of each horse? 6. A and B bought the apples in a barrel for \$2.25. B paid 75 cents, and A paid the rest. There was a commission of 25 cents, which was paid by B, and he kept the barrel. If the barrel was worth 15 cents, and each got an

equal share of the apples; who was owing the other, and how much? 7. A speculator bought a certain number of barrels of pork, each containing 200 lbs., at 6 2-3 cents a pound. He sold it at 8 cents a pound, taking in payment a note at 105 days, which he immediately discounted in bank at 7½%. What was his net gain on the transaction? 8. The interest on U. S. 4% bonds is payable quarterly in gold; granting that the income from them might be immediately invested, at 6%, payable in gold, what would the income on twenty 1000-dollar bonds amount to in 5 years, with gold at 105?

HISTORY AND CIVIL GOVERNMENT.

1. Tell something of the Embargo Act and its effect. 2. Who were the "Carpet-Baggers"? "Ku Klux Klan"? 3. Tell all you can of Jay's Treaty with England. 4. Why did Washington deliver a Farewell Address upon retiring from the presidency? 5. What was the Tenure of Office Bill? When and for what reason was it passed? 6. Give an account of the laying of the first Atlantic Cable. 7. What is an ex post facto law? Bill of attainder? What does our Constitution say in reference to them? 8. What judicial function has Congress? What constitutes treason against the U. S.? 9. What was the Home Rule Bill? (See Oman's England, p. 187). 10.

What was the Venezuelan Boundary question? (See Oman's England, pp. 203 and 204).

PHYSIOLOGY.

1. Do arteries enter the solid substance of the bone? What is said of the sensibility of bone? 2. Why is it more tiresome to walk a long distance on a level road than on a moderately hilly one? 3. What veins carry pure blood? What arteries carry impure blood? Why do the lips of a person who has been suffocated assume a dusky purple color? 4. What is the best thing to do to save a person whose clothing is on fire? 5. Give a few

suggestions for the care of a sick-room. 6. What is an antidote? An emetic? An anaesthetic? An antiseptic? A germicide? 7. What is the normal temperature of the human body? How is the temperature of the body regulated? 8. What causes the "Blind Spot" in the eye? What is the function of the iris? 9. What is the patella? The cutis? The epiglottis? The frontal sinus? The plasma? 10. What is the effect of tobacco upon the respiratory passages? What is the effect of the use of alcoholic drinks upon the moral character of the drinker?

I call, therefore, a complete, generous education, that which fits a man to perform justly, skillfully, and magnanimously, all the offices, both private and public, of peace and of war.—John Milton.

A man should never be ashamed to own he has been in the wrong, which is but saying in other words that he is wiser today than he was yesterday.—Pope.

Character teaches above our wills. Men imagine that they communicate their virtue or vice only by overt actions, and do not see that virtue or vice emits a breath every moment.—Emerson.

Recollect that trifles make perfection, and that perfection is no trifle.—Michael Angelo.

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American Journal of Education.....	St. Louis, Mo.
American School Board Journal
.....	Milwaukee, Wis.
Art Education.....	New York, N. Y.
Canadian Teacher	Toronto, Ca.
Colorado School Journal.....	Denver, Col.
Educational News.....	Newark, Del.
Florida School Exponent.....	Jacksonville, Fla.
Indiana School Journal.....	Indianapolis, Ind.

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Michigan School Moderator.....	Lansing, Mich.
Midland Schools	Des Moines, Ia.
Missouri School Journal.....	Jefferson City, Mo.
Northwestern Journal of Education.....	.....
.....	Lincoln, Neb.
Ohio Educational Monthly.....	Columbus, Ohio.
Pennsylvania School Journal.....	Lancaster, Pa.
Popular Educator.....	Boston, Mass.
Primary Education.....	Boston, Mass.
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School and Home Education.....	Bloomington, Ill.
School News and Practical Educator.....
.....	Taylorville, Ill.
Southern Educational Journal.....	Atlanta, Ga.
Southern Schools.....	Lexington, Ky.
Teachers' Institute.....	New York, N. Y.
Teachers' World	New York, N. Y.
Texas School Journal.....	Austin, Tex.
Western School Journal.....	Topeka, Kan.
Western Teacher.....	Milwaukee, Wis.
Wisconsin Journal of Education.....	Madison, Wis.

THE next State Examination will be held in Columbus, June 25-27, 1901. All communications regarding it should be addressed to W. H. Meck, Dayton, Ohio, clerk of board.

No State Association this year. Ohio should send the largest delegation in her history to the N. E. A., Detroit, July 9 to 12, 1901.

THE reappointment of Hon. Nathan C. Schaeffer for a third term as State Superintendent of Public Instruction for Pennsylvania is a well merited recognition of his splendid services in that position for the past eight years. We have had the opportunity of working in two-thirds of the county institutes of Pennsylvania and can speak advisedly regarding the high regard in which he is held by

all the teachers and school officials of the state. He is a scholarly, sensible, sympathetic, great-hearted man who loves the work in which he is engaged and whose advice in educational matters can always be followed with safety. We rejoice with the friends of education in Pennsylvania that Governor Stone has so fittingly recognized the educational interests of his great state and that the legislature has unanimously confirmed his wise choice.

At the last Boxwell examination in Clark County there were one hundred and forty applicants of which number one hundred and twenty-two came from the six townships under supervision, and eighteen from the four townships not under supervision. These facts argue convincingly for systematic work in the country schools which is possible only under thorough organization directed by wise supervision. It will be a glorious day for the cause of education in the township districts when all township boards of education can be led to see that business methods in education pay and that competent supervision of the schools under their control, instead of being an additional cost, is in reality a large saving. Perhaps it is just as well in the end that improvements do not come without constant agitation and persistent effort on the part of those who want better schools and equally constant and

persistent opposition on the part of those who see no need of improvement, but in view of what township supervision has accomplished, where it has been faithfully and honestly tried, there is no longer any excuse for those who oppose it on financial grounds. In the additional pupils it brings into the schools, keeps there, and prepares for the high school, it pays for itself many times over. Let the good work go on until all the country schools in Ohio shall be thoroughly organized for effective work.

SOME time ago we published a letter from Commissioner Brumbaugh and called attention to the fact that any donations of pictures or school supplies which any of his Ohio friends might find it in their hearts to send to him would be gratefully received. Any persons who may desire to make such donations should send them by express to Hon. M. G. Brumbaugh, Commissioner of Education, San Juan, Porto Rico, care of U. S. Army Transport, Pier 22, Empire Stores, Brooklyn, N. Y. The charges should be prepaid to Brooklyn, from which point the packages will be carried free. We are certain that pictures, books, samples of school work, drawings, etc., will be most gratefully appreciated, and it is suggested that such donations would be a practical indication of the interest that Ohio teachers and pupils have in the less

fortunate children on this beautiful island in the sea, and would indicate a kindly spirit which might very appropriately mark the close of another school year here in Ohio where we have so long enjoyed the blessings of free education. Such action on the part of Ohio teachers and pupils would in all probability lead to a school correspondence between the children of Ohio and Porto Rico which would be mutually helpful. Who will help in this good work? We trust that many will promptly respond.

THE Advance Sheets of the forty-seventh Annual Report of the State Commissioner of Common Schools have been distributed by Commissioner Bonebrake. In reviewing the condition of education at the close of the century, the Commissioner discusses at some length the "Growth of the School System," "Change in Aim and Ideal," "Congressional Enactments," "State Constitutional Provisions," and "Legislative Promises" follows. The recent amendment to the "Boxwell Law" making the payment of tuition mandatory and "Centralization" receive merited attention, and the new law relating to "Scientific Temperance" is endorsed. "The State Normal School Bill," which was defeated at the last session of the General Assembly is published in full with the comment that "It will prove interesting as an attempt to work out in legislative form the judgment of many educators, and will furnish the basis for future efforts." Other topics discussed are "Investigation of School Funds," "What is a High School?," "Association of School Board Members," "The Teachers' Reading Circle," and "The Pupils' Reading Circle." Within the year the Commissioner has visited forty-two teachers' institutes, twenty-nine high school commencements, and a large number of general educational meetings. The General Summary of Statistics shows an enumeration in the State of 1,226,366 pupils; entrance, 829,160; daily attendance, 616,365.

ONE of the many trials that a teacher or superintendent has to endure is that of being called "professor" by persons who imagine that it is a title of honor which he greatly appreciates, while the truth is that, with an occasional exception of the individual who is in no sense deserving of the intended honor, the term is anything but pleasing. In this connection we take special pleasure in calling attention to a most interesting article which recently appeared in the columns of "Harper's Weekly" on "Booker Washington and Tuskegee"—"A Southerner's View." The writer shows in a most entertaining and conclusive manner the high regard in which Mr. Washington is held

by the white people in the vicinity of his school, and very humorously discusses the difficulty in which some of the good people find themselves in determining the proper manner of addressing him. The little word *mister* is not ordinarily used in the South by a white man in addressing a colored man since it carries with it a recognition of social equality. In the conversation reported by the author of the article referred to this question was freely discussed and finally one true-hearted, appreciative friend of Mr. Washington and his great school, after summing up the splendid work which is being done and paying a high tribute to the character of the students who have been trained at Tuskegee, said: "Now, when I meet the man who has done all this, I can't call him 'Booker,' like I would an ordinary nigger, but, *thunder!* I can't call a nigger 'Mr.', so I just say 'Professor.'"

PROBABLY more arrant nonsense can be talked by a body of "educators" in a given time than by any other body of adults in the world. At the late session in Chicago mothers were told that to give the reason for a command to a child would "impair the authority of the parent." And no spirit, God be thanked, will resent unreasonable and indefensible authority more quickly than a child. A parent has no more right to play the tyrant than has the Czar or the Sultan. Then too we are informed that "there should be no reading, writ-

ing or arithmetic before a child is nine." In spite of all which the best part of a child's education is accomplished before it is nine, or it is never accomplished; and that may be done while permitting the child unusual freedom of recreations. The speaker must have been seeking to ascertain how much nonsense his hearers could swallow when he insisted that before the child is nine years old it should devote its time "to nature study" rather than to reading. Just what a child could learn of "the toad, the rabbit, the rat and the bed-bug" without reading may be left to the imagination. But honestly and seriously, if our educators cannot do better than this at their Associations let them get together annually and have readings from Mother Goose."

We do not agree with all that is said in the preceding quotation which recently appeared in "The Interior," but are free to confess that much of it is worthy of serious consideration on the part of teachers and superintendents. We are sure that many thoughtful people who love their children and the public schools which they attend, look with much anxiety upon some of the attempts to displace a thorough study of what they wisely consider the essentials by an attempt to teach, in the most superficial manner, to mere children, many things not adapted to their age or needs. There are many hopeful signs that the extreme of folly has been reached and that the good sense of the teachers who

have the actual work to do and who, because of this fact, rarely go to extremes, and the judgment of sensible people who have a reasonably clear and accurate conception of what the public school ought to do, are to be determining factors in the management of the common schools whose chief object should be to do thorough work in the common branches and thereby fit the common people for the practical work of life. Reading, spelling, arithmetic, grammar, writing, and other common school branches must continue to have a very prominent place in the work of the public school. Thoroughness in these branches is the best preparation for the many who are compelled to leave school at an early age and also for the more fortunate few who can remain to complete the work of the high school and college. To insist that "before the child is nine years old it should devote its time to 'nature study,'" to the exclusion of the regular branches required by law is "nonsense", not worthy of even a passing notice by practical people who are sensible enough to think on any subject.

In this connection special attention is called to the wise words of Supt. J. M. Greenwood, of Kansas City, spoken at the recent session of the Northeastern Kansas Teachers' Association in a debate with Colonel Francis Parker on the question, "The Crowding of so

many Subjects into the Graded and High School Courses of Study is Subversive of Sound Scholarship."

"The average time the child is privileged to attend school, is but four or five years. During that period a good foundation must be laid in teaching thoroughly the fundamental branches, for no structure can be sound on a poor foundation. The chief object of education is to teach the child to think and then to act; to think clearly, distinctly, adequately, exhaustively. In the past, but few studies were taught, and giants were produced. During the last few years so many things have been imported into the schools, that the child has not time to think. The child can find time only to tickle the surface of subjects. I would rather that the boy should be able to use good English, to know history and geography well, than to have him come out of college with a smattering of studies. In the common schools, the power of expression should be given, so that when a boy reads the Declaration of Independence, every heart is thrilled. There are complaints from every quarter that so much has been put into our courses that children cannot acquire thoroughness. The time has come when the child must take subjects and weigh them, and we must always keep before us that which is best for the child. When but five or ten minutes are given to this and that, the children are unable to absorb knowledge."

CENTRALIZATION OF SCHOOLS AT KINGSVILLE, OHIO.

[At our request Supt. York has kindly furnished the following interesting facts.—Editor.]

Reference has been made to the Kingsville plan of centralizing schools both by the Committee of Twelve and by Commissioners Corson and Bonebrake in their State Reports. The most satisfactory account of the plan, however, may be found in the "Arena" for July, 1899.

In 1892, as a matter of expediency, the pupils of one subdistrict school were transported daily to the village school. Later others were brought in under a special act of the legislature known as House Bill No. 636. Five subdistricts were thus centralized, leaving two outstanding, but all under the control of the township board of education.

At the regular February meeting of the board a petition, asking for a special vote on centralization under the new general law, was granted, and a day, March 15, 1901, was set to decide by ballot of the people whether the schools of the township should be all centralized. It was an exciting election and 197 votes were cast. Of the 197 votes 168 were for centralization. This was and is regarded as a great victory. It shows the popularity of the system and is indicative of the educational spirit of the township.

As a result of this election candidates were placed in nomination at a special caucus and at the regular spring election five good men were elected who now constitute

the new board. The old board had seven members.

Here the board lets the routes to drivers who furnish their own teams and covered wagons. They agree to drive to each home where there are children of school age, deliver them at the school at ten minutes before school time and take them again to their homes at the close of each daily session. The cost is about \$1.15 a day. The wages vary according to the length and difficulty of the routes, from 90 cents to \$1.50.

A few of the advantages of the system are as follows:

1. Better health of the pupils. The dangers incident to exposure to rain and snow are avoided.

2. Larger enrollment — more older pupils attending school than under the old system.

3. Better work under supervision. Larger classes and more enthusiasm.

4. Attendance more regular and tardiness almost unknown.

5. The circle of pupils' acquaintance extended from the subdistrict to the township.

6. High school advantages brought to the country boy on the farm.

7. A per capita cost of only \$16.60 per year.

8. The possibility of the existence of a good Parents' and Teachers' Club which brings the teachers and parents into harmony

and co-operation in reference to the work and requirements of the children.
L. E. YORK.

**EDUCATION OF THE DEAF AND DUMB
— REPORT OF SUPT. J. W. JONES.**

Ohio is justly proud of the care that is given to her unfortunate citizens and of the provision she makes for the education of her children who are deprived of some of the senses with which the normal child is blessed. Among the institutions supported by the state with this humane purpose is one known as the Ohio Institution for the Education of the Deaf and Dumb. For the past five years this institution has been under the supervision of J. W. Jones, formerly superintendent of schools at Manchester, Ohio, and well known to many of the superintendents and teachers of the State. The recent report of Supt. Jones is attracting so much attention in all parts of the country that we deem it our duty to call special attention to a few of the many excellent things it contains. The attendance at this institution has increased from 371 in 1895 to 513 in 1900, and the number of teachers from 28 to 41, including one special teacher, each, in art, in gymnastics, in speech, and two of the deaf-blind. Within the past five years the course of study has been twice revised, and last year a new school building was erected at a cost of \$91,000.00.

Of the thirty-five regular teach-

ers, eighteen give oral instruction, their work being done through speech and lip-reading and by writing, and seventeen have manual classes and instruct by finger spelling, by signs, and by writing. The rapid growth of oral teaching in the institution is shown by the fact that in 1894 there were but two teachers in charge of this part of the work. Each child is given an opportunity to learn speech and about sixty per cent have made sufficient progress to justify their continuance in oral classes. In discussing the value of this training in oral speech Supt. Jones gives the following conclusions which he states are quite well established in his mind:

1. Only the brighter children, with few exceptions, remain in oral classes.

2. Of the children who fail to be educated in speech or by speech, many do well in manual classes, some make fair progress, while those more or less feeble-minded make but little.

3. The practical value of speech to those who remain in the oral classes is a variable quantity, and is more or less disappointing.

4. The oral pupils, in addition to what they acquire in speech and lip-reading, make as good progress in their class work as the manual pupils do, their intellects being equal.

5. Intellects being equal, those taught by the manual method acquire language as readily and completely as those taught orally.

6. On the whole the oral classes

progress more rapidly because they are composed of the brighter pupils.

7. On graduation day the orally-taught will have an advantage over the manually-taught, having all that the latter have and some speech and some ability in lip-reading besides.

8. Any deaf child can learn to articulate a few words and to read lips poorly.

9. The sign language alone as a means of teaching the English language is a failure; but as an adjunct to manual spelling and writing in making ideas clear, it is almost invaluable.

10. The sign language and finger spelling as a means of communication between the deaf, whether they have been taught orally or manually, are the easiest, the quickest, the most effective and the most satisfactory.

We regret that lack of space will not permit the publication of more extended quotations bearing upon this phase of the work, but we are sure that any teacher will be amply repaid in the reading of the entire report, and surely even a faint realization of the difficulties which the teachers of the deaf have to encounter in their work, should lead the teachers of normal children to exercise a greater degree of patience—a much needed reform in some schools.

The institution has two deaf-blind pupils, one of whom, Leslie Oren, is instructed in the institution by Miss Ada Lyon, and the other, Maud Safford, by Miss Ada Buckles at the latter's home. Leslie is seven years of age; Maud

twenty-four. Leslie became deaf and blind at two and a half years of age from an attack of spinal meningitis; Maud lost her sight at three years of age and her hearing at nine. The methods used in teaching these pupils are the same as those used by the teachers of Laura Bridgman and Helen Keller. We quote the following account of Miss Lyon's work which we are sure will interest every true teacher:

"Leslie was first taught a few signs by which he could express his most urgent wants. For example, when he wanted a drink the sign for water (the manual letter "W" on the lips) was shown him. In an incredibly short time he realized that only when signs were properly used were his wants satisfied, and great was his delight when he found that one motion of the hand brought him an apple, another candy, another a ball, etc. He had learned almost thirty signs before an attempt was made to teach him to spell words by the manual alphabet. Gradually the words spelled in his hand were substituted for the signs previously learned. A new ball was given him and he at once became very much interested. When it was taken he fretted and made the sign for ball. It was returned and the word ball spelled in his hand, i. e., his fingers were placed in position to form the letters of the word. I then spelled the word on my own fingers and had him feel each letter as it was being formed. This was a slow process and it took almost an unlimited amount of time and patience, but after many efforts it



LESLIE OREN AND HIS TEACHER, MISS ADA LYON.

dawned on him that the ball never came to his hand until after these mysterious twists of the fingers. He then willingly made the effort. He knew perfectly well that b-a-l-l meant ball a long time before he tried voluntarily to spell the word, and it was a longer time before he began to repeat on his right hand the spelling done in his left. It gradually came to him what he was expected to do.

He learns much as a baby learns to talk. It hears words and sentences hundreds of times before it attempts to utter a word. In the same way Leslie had words, sentences, questions and answers spelled to him hundreds of times before he made any attempt to spell them. Such kindergarten work as has been available has been used as a means of cultivating the delicacy of his sense of touch and of concentrating the mind. Stringing beads and buttons, outlining raised geometric figures on paper with splits and pins, the use of the pegging board and clay modeling are some of his favorite pastimes.

He learned to read line print (raised letters) first. The word "hat" in line print was placed on a hat, and he was shown that the line print and the manual spelling of the word represented the same object. It was some time before he grasped the idea, but after the first word was learned, it was a pleasure to teach him—he was so eager to know the name in print of familiar objects. When he could read line print readily he was taught New York point print; the words in New York point being substituted for the words in the line. He now reads both prints with equal readiness. He has learned to write on

the New York point slate, and enjoys copying his reading lessons. Everything in orderly array suggests numbers to him. His addition and subtraction lessons on the counting frame are among his most interesting lessons.

He reads lips by placing the tips of the fingers of one hand lightly on the lips and nose, and the thumb on the throat of his teacher and while his hand is in this position she distinctly utters a word or sentence. When once his mind grasps the meaning through his marvelously sensitive finger tips he immediately executes the order given. The only difference between his way of lip-reading and articulation is that in the latter he puts one hand to his teacher's lips and the other to his own to see if he feels the same sound vibrations.

At the close of this his second year, he has a vocabulary of about five hundred words which are used in manual spelling, point print, and line reading. He has been given ninety words in articulation, nearly fifty of which he speaks distinctly, singly or in sentences. The first sentence he learned to speak voluntarily was, "Put the fan on the gun." "I love you, Ada, and I love mama and papa," is a sentence he thoroughly enjoys repeating. He often gets his point print slate and writes the above sentence until he has filled the page.

The lesson which he enjoys most is a spelling lesson written in N. Y. P. formed of the words which he articulates best. He runs the fingers of his left hand quickly over the printed word, forming at the same time the corresponding manual letter on his right hand. He pronounces the word the moment he recognizes it and begins to

search for the object named. He delights in repeating on his fingers the little point print stories which have much action in them. One story is a lesson containing over four hundred letters; he has read it so often, because he enjoys it, that he can repeat nearly all of it from memory.

He understands instantly the questions, What is it?, Where is it?, Who and whose is it?, What do you want? and how many? when spelled to him and makes a brave attempt to answer. The most discouraging part of the work has been his inability to understand that he must do his own spelling, and that he can ask questions as well as answer them. Since he has been learning to read, this dependent spirit has in a measure disappeared, and a marked improvement in his voluntary spelling has been observed."

A TRIP TO PORTO RICO—THE SAN JUAN MEETINGS.

San Juan Bautista (St. John the Baptist) is the name originally applied by Columbus to the *island* of which San Juan is now the capital, and Puerto Rico (Porto Rico), meaning a "splendid port," the name by which the island is now known, was originally the name of the port at which the *city* of San Juan stands. Just how or when this peculiar interchange of names took place and who is responsible for the blunder, we are unable to determine, but the fact is worthy of attention.

San Juan is, indeed, an interesting city. Its founding dates back probably to the year 1511 when

Ponce de Leon, whose ashes now rest in the church of San Jose, discovered the beautiful harbor which forms its entrance. Morro Castle, completed in 1584, and San Cristobal, planned in 1630, but not fully completed till 1771, are two of the objects of special interest to all visitors. We were specially fortunate in being conducted through these ancient fortifications by our friend, so well known to many Ohio teachers, Hon. E. S. Wilson of Ironton, now serving as United States Marshal for the island, and to whom we are under many obligations for courtesies shown. The city is located on a small island connected with the main island by the Bridge of San Antonio, and has a population of over 30,000. There are thirteen streets, seven running in one direction and six in another, all of which are kept very clean by convict labor. The houses are built of gray stone or sun-dried brick stuccoed over and tinted various colors, making a variegated and attractive picture especially when viewed from the ocean. They are mostly of two stories, the lower one in many instances being crowded with negroes and the poorer classes of people, while the second story is occupied by well-to-do families. The Casa Blanca, or "White House" of Ponce de Leon, still stands where he built it so long ago, but the monument under which his dust was to have been placed when removed from the vault un-

der the church altar in 1863, has not yet been built and the casket still remains in the church already referred to. In addition to the places already enumerated, the "Governor's Palace," the city hall, the plaza, the theater, and the cathedral all call for attention from an interested visitor. San Turce near by contains many very pleasant suburban residences all within a few minutes' ride of the city on an excellent electric line running cars every fifteen minutes, and across the bay are Rio Piedros and Cataño whose houses fairly swarm with human beings of all conditions and colors.

In the theater in this ancient city were held the first five of the series of eighteen public meetings in the interests of the free public school system which Commissioner Brumbaugh is working so hard to establish in all parts of the island. These meetings, being the first of the kind ever held in the island, were an experiment whose outcome was a source of much anxiety on the part of both the commissioner and those who had been called to assist him in the work. Judged from the standpoint of the attendance and the interest manifested by the people which greatly exceeded the most sanguine expectations, there can be no doubt that they were a success and that much good will result therefrom. To describe these meetings to those who did not attend

them is well nigh impossible, but a brief reference to them seems to be in place and may serve to give some idea of the existing conditions educationally.

The first man to whom we were introduced after entering the theater, where the meetings were held, was the Rev. Charles W. Drees, D. D., formerly of Xenia, Ohio, but for several years past one of the leading men in charge of the mission work of the Methodist Church in Mexico and South America. Dr. Drees is recognized by all who know anything of him and his work as one of the finest Spanish scholars in Porto Rico, and to be associated with him for eight days, all of which time he acted as our interpreter, was a rare good fortune which we appreciated more fully than words can express. Our readers can imagine only in part—a very small part—the feelings that must necessarily take hold of one as he stands for the first time before an audience of strangers—not simply strangers in the ordinary meaning of that word, but strangers to the language which he must use in addressing them, strangers to his manners and customs, and, perhaps, most embarrassing of all, strangers to the simplest conception of the cause which he desires to present for their consideration. At such a time, in the midst of such surroundings, one is not impressed so much by thoughts which he desires to put into language, as he is

by an absence of thought which no language can conceal. We soon felt at ease, however, in the happy consciousness that our interpreter could furnish both the thought and the language when necessary and that we were in reality in the hands of a friend who could make a good speech for us whether we said anything or not. In this connection it seems in place to relate the substance of a conversation which occurred between Dr. Drees and one of the well educated natives regarding the talks which were made at the afternoon session. This conversation was so full of pointed humor at the expense of the speakers that even one who is so kindly disposed as our genial interpreter could not refrain from repeating it, greatly to the appreciation of all concerned. The native had spoken to Dr. Drees about the two meetings already held, making some inquiry as to their character and purpose, and closed the conversation by stating with a merry twinkle in his eye that would do justice even to Mr. Houck himself, "I think I shall come up and hear *you* this evening. They say you are making the gentlemen from the States *shine*." We are certain that any "shining" which took place was due to Dr. Drees's rare ability to put what was said to the audience in the best possible manner.

One other circumstance which helped us all to feel at home, and thereby enabled us to collect what-

ever thoughts we had so that we could present them in reasonably good form, is worthy of record. We refer to the opening exercises which were at the time an inspiration and which will ever remain a most precious memory. Seated upon the platform were a hundred or more children from the San Juan public schools who had been specially trained by the teacher of music for these meetings. When the meeting was called to order by Commissioner Brumbaugh we were surprised and delighted to hear them sing in reasonably good English our national song, "America." The theater had been beautifully decorated by a bountiful supply of our national colors and as, in the midst of these impressive surroundings, we heard the patriotic words of the song we love so well sung by these boys and girls whose voices are so full of melody and who are being taught in the public school which we know is the very foundation of our liberties, we felt that it was indeed a rare privilege to have even a very small part in telling to the people of this beautiful island something of the blessings which free education has in store for them. Aside from the difference in circumstances which we have tried to describe, the manner of carrying on the meetings, was in all respects similar to that which is followed in Ohio. Some of the talks had a special bearing upon the work of teaching, others

dealt with problems of discipline, and still others kept in mind the necessity of arousing public sentiment to a realization of the value of education in the practical affairs of life. To all these talks the most appreciative attention was given by all classes of people and we firmly believe that the near future will show marked changes in the habits of the people resulting directly from the diffusion of a common intelligence which is made possible only by the work of the common school.

In closing this article we must say a word in reply to the many questions which have come to us regarding the truth or falsity of the startling statements which have appeared in the papers recently with reference to the condition of the common people of the island. That there is a small amount of truth in the majority of the statements relative to the poverty and suffering of the poorer classes we do not pretend to deny. Some of the poverty is pitiable in the extreme and calls for both sympathy and aid. Some of it, like that of a similar character in our own country, is the direct result of idleness, laziness, and thriftlessness. Porto Rico, like all other countries, has both its deserving and undeserving poor, and the problem of how to deal with them so as to be both merciful and just is a difficult one, but no one should allow himself to believe for a moment that the

condition of the people of Porto Rico is worse under the civil government which they now enjoy than it was under Spanish rule. All statements which lead to such conclusions are absolutely misleading and any such conception of present conditions is absolutely false. In future articles descriptive of our trip over the island we may be able to call attention to a few facts and conditions in proof of the general statements already made.

EDUCATIONAL NEWS.

As we look back over the years of the nineteenth century the great achievements with which it has been crowned thrill us with a sense of gratitude and wonder and inspire us at this the beginning of even a greater century with an ambition to attain to something worthy of ourselves and the great time in which we are living. It seems that now is a good time for us to pause a moment and think about what a great world we are living in and to look about us for opportunities which will enable us to make the most of life. It is a good time to renew our faith in ourselves and our possibilities and once more settle the question with ourselves as to what kind of persons we are going to be. To a large extent we are masters of our fate. High resolve is almost omnipotent. The trouble with most of us is that we do not have great enough confidence in our abilities

to accomplish great results by our own individual effort. We think our opportunities are not what they should be. We complain about not having time or that we are over-worked and continually postpone to some vague future time the beginning of some work of self-improvement. Why not resolve that we will begin at once a system of living and thinking which will tend to develop those characteristics and faculties which we are convinced will bring us the most joy and success of life? Opportunities for being kind, generous, hopeful and wise are never wanting. Let us resolve to cultivate the faculties of admiration, hope and love. They will bring us much joy. We do not admire the world enough. The sublime beauties of nature should be a constant source of joy. We are too easily discouraged and instead of cultivating the faculty of love we too often stifle it.

Not only should we strive to cultivate the powers of admiration, hope and love, but we should also resolve to acquire a large fund of useful knowledge. We presume that ignorance is the cause of most failures of life. Success is hardly possible without knowledge. A broad course of reading such as is offered by the Teachers' Library Union, covering the subjects of history, literature, science, sociology and pedagogy, should be undertaken by every teacher who

has the desire to make the most of life. This course will be organized in every county of Ohio, and it must appeal at once to every thoughtful teacher because of its economy. The success of these county courses established by the Union is not only evidence of its merit but speaks well for progressiveness of the teachers.

—The recent school exhibit in Tiffin brought out over 1000 visitors who were delighted with the work of the schools. Supt. C. A. Krout and his corps of teachers are greatly pleased with the interest manifested by the patrons in the work of the pupils.

—We are very sorry to record the death of P. C. Palmer, President of the Fayette Normal University, Fayette, Ohio, which occurred very suddenly, at his home, March 26, 1901. We are indebted to his stenographer for the following brief statement of his last illness:

"Prof. Palmer died March 26, of heart failure caused by the 'Grip.' He had not been feeling well for about a month, but we had no thought of his death. He attended to all his work up to Saturday before he died. He did not go to school on Monday, but was up and about the house and attended to some of his correspondence work. Monday evening he dictated his letters as usual, and then wrote out a list of examination questions in

Geometry, his final list of the term's examination. He rested well Monday night and felt better in the morning. About eight o'clock he grew worse, and in about an hour he was dead. He suffered but little except at the last. He was conscious to the end."

—Bainbridge has been adding greatly to the efficiency of her school work by the addition of a school library, the outgrowth of the efforts of Supt. Wilson, his teachers, and pupils. In December, Commissioner Bonebrake delivered a lecture for the school, the proceeds of which were applied to the library fund. The patrons of the school subscribed liberally and \$214.25 in all was raised for the purchase of books. The library now contains over 500 volumes including the books of the O. P. R. C.

—We are under obligations to F. Gillum Cromer for the following account of the thirty-fifth semi-annual meeting of the Western Ohio Superintendents' Round Table, which was held in Dayton, March 28 and 29, with a large attendance for the March meeting, eighty members registering. One entire session was devoted to the discussion of the Report of the Committee on Course of Study. The following quotations from the Report elicited much profitable discussion: "With reference to the requirements of the laws of mental growth, the schools stand,

necessarily, as yet, in view of the tremendous activity of the new psychology, on more or less uncertain ground. Nevertheless, it still seems safe to distinguish certain series of prominent mental states on the part of the pupils, in which sense-perception, sense-consciousness, intellectual activity, and rational analysis, successively prevail."

"In the first of the periods, the pupil's mind dwells predominantly upon immediate personal experiences."

"In the second of these periods, his predominant interests are with his ideas of things rather than the things themselves."

"During the third period, the stress of the pupil's interest which has now become distinctively intellectual, is upon the relative value of his ideas."

"During the last period, he finds his chief delight in the rational analysis of his ideas, which reveal to him laws and principles that control the life of his environment as well as his own life."

Based upon the above principles, the time, quantity, volume, and method of Language, Arithmetic, and Form Work were fully discussed.

From the discussion of various topics the following conclusions may be drawn:

That the work of grammar grades is not inferior, though it might be improved to make and

thoroughly master fewer requirements.

Pupils leaving school are not well prepared to take places in social life. They know enough geography and grammar, but not enough about civic relations.

That "Method Journals," filled with plans and devices are harmful.

That only a few schools have semi-annual promotions.

That in making promotions, scholarship is not so essential in the grades as in the high school, and the main question is where can the pupil do the best.

That most high schools have elective courses, claiming that experience shows that happy, desirable work on the part of the pupil eradicates much indifference, and that the object of a school or college course is power-mastery — and it matters little over what road it is reached.

That supplementary reading should be for thought as well as fluency.

That pupils should never be permitted to commit comic pieces or to personate an undesirable character.

At the request of the members, O. T. Corson, who had just returned from a lecturing tour in Porto Rico, gave an interesting account of his experiences.

The following resolutions of respect concerning John C. Ridge, were passed:

WHEREAS, On January 29, John C. Ridge was called to his reward from his home, Nelson Place, Mt. Auburn, Cincinnati; therefore, be it

Resolved by the Western Ohio Superintendents' Round Table in session at Dayton, that we hereby express our appreciation of his integrity of character, his loyalty to his constituency and faithfulness to his trust, that we have always recognized in him a warm and generous soul, a genial companionship, a friend and helper in our professional work.

Resolved, That this memorial be spread upon the records of the association and that a copy be sent to the bereaved family.

There is a growing feeling that the State University may be of more service to teachers, and the following resolution was adopted:

Resolved, That it is the unanimous opinion of the Western Ohio School Superintendents' Round Table in session this day, that the Ohio State University be earnestly petitioned to open and maintain as an organic part of the system, a summer term, work in which shall count toward a University Degree, the same as work taken during any other term of the year.

We all the more believe that such arrangement would lead to the attendance of a large number of Ohio teachers, thereby advancing popular education.

The officers for the ensuing year are: F. Gillum Cromer, Franklin,

President; J. W. Swartz, Tippecanoe City, Secretary; P. C. Zemer, Celina, Chairman Executive Committee; T. A. Edwards, Xenia, Committee.

—It is with much pleasure that we note the establishment of a school library at our boyhood home in Camden where some very happy school days were spent both as a pupil and teacher. The friends of the school have contributed over \$300 in money and some valuable books have also been presented. The credit for this work, which means so much to the pupils and teachers, is all due to the splendid management of Supt. J. E. Randall, under whose administration for several years past the schools have made rapid progress.

—The Northwestern Ohio Superintendents' and Teachers' Round Table held at Lima, April 5 and 6, was largely attended. The forenoon of the first day was spent in visiting the Lima schools, where much excellent work was seen. Supt. Miller, who has everything under excellent control, and his corps of teachers work in perfect harmony and good results naturally follow. The Best Plan for Commencements, Home Work of Pupils, Boxwell Law, Language Lessons, The Condition of the Schools of Today, and other topics were informally discussed with much profit. Among the resolutions passed one relating to the

Ohio State University reads as follows:

"That this Association request the Board of Trustees of the Ohio State University to establish a Summer School for Teachers in that institution."

Also one relating to the death of Mr. Ridge as follows:

"That in the death of Mr. John C. Ridge the teachers of Ohio have lost a friend who endeared himself to all of us by his kindly, gentle ways; a friend who always had a good word for every one, and unkind or unfriendly word, never."

The next meeting will be held at Van Wert, April 4 and 5, 1902.

—Twice within seven weeks has death invaded the ranks of the Bellevue teachers. Notice was made in the March number of the *MONTHLY* of the death of Miss Laura M. Bates, after forty-two years of service. On Monday, April 8, after an illness of five weeks, another teacher, Miss Edith Gibson, was called to her reward. Miss Gibson was born in Uhrichsville, O., graduated from the Bellevue high school in 1895 with the highest honors. She began her work of teaching in the schools of Lyme township, Huron county, some four years ago, and soon afterward entered the Bellevue schools. She was possessed of marked executive ability which, added to great patience and tact, made her a most successful teacher.

Although but slightly more than twenty-four years of age she had made a marked impression upon the children who had come under her tuition. Her casket was borne to the cemetery by twelve young men, the members of her Sunday School class.

—The prize offered by the *State Journal Junior* for the best English prose composition has been awarded to Olive N. Naylor, of the Malta public schools. The contest was open to the Grammar school pupils of the state and more than three hundred and fifty compositions were sent in from different city and village schools of Central Ohio. The winner is 11 years of age, and her subject, "Down at Vagabond Island," was an incident in real life. Her teachers since she entered school were Corinthia Whipple, Eurie Stanbery, Lulu Melick, and C. W. Naylor, all excellent teachers. The Superintendent, Mott H. Arnold, who has had charge of the Malta schools for eight years, has always been fortunate in having an excellent corps of teachers, and so has been able to secure excellent results in school work.

—The first one hundred and five pages of the April number of the "Ohio Archæological and Historical Quarterly" are devoted to a very instructive article on "The Old National Road—The Historic Highway of America." It is writ-

ten by Archer Butler Hulbert and is a valuable contribution to Ohio History. "Fish-Hooks Found at the Baum Village Site," by W. C. Mills, Curator of the Society, is well written and illustrated, and the editorials by Secretary E. O. Randall are timely, entertaining, and instructive.

—Supt. C. L. Dickey of Clintonville has been re-elected and will continue his splendid organization in the three townships in Franklin County another year. Principal A. C. Fries, of the township high school, and his assistant, Miss M. Olelia Drake, have also been re-elected at increased salaries.

—At the April meeting of the Board of Education Wells L. Griswold was re-elected superintendent of the Collinwood schools for three years at \$1,600 for the first year, \$1,700 for the second, and \$1,800 for the third. Some indication of the admirable work which Mr. Griswold has done is found in the fact that this is his third re-election for a three-year term by a unanimous vote of the Board. At the recent election the people voted for a new school building which is much needed to relieve the crowded condition of the present buildings.

—The Ohio Valley Round Table held an interesting session at Wellsburg, W. Va., April 5 and 6. The attendance was large and the discussions helpful. Among the topics discussed are "The Home

and School," "Moral Training," "Teaching of Elementary Sounds," "Self Government of Pupils," "Object of Teaching Grammar," and "Best Form for High School Commencement Exercises." The next meeting will be held at Steubenville, Nov. 1 and 2, 1901, with Principal W. H. Maurer of that city as chairman of the executive committee.

—Supt. A. B. Wingate of Beach City has been re-elected at an increased salary.

—Supt. C. W. Bennett of Piqua has been unanimously re-elected for another term of three years at a salary of \$2,300. This term will make thirty years of continuous service in Piqua—a noble record of faithful performance of duty.

—Supt. M. E. Wilson, of Bainbridge, has been unanimously re-elected and salary increased \$90.

—"Cleveland Schools in the Nineteenth Century" is the title of a volume recently published by Hon. Wm. J. Akers, of Cleveland. It is dedicated "To the memory of Charles Bradburn to whom, more than to any other man, the Cleveland schools owe their present greatness," and is published with the object of calling the attention of the present generation to the work of Mr. Bradburn and George Willey, who served the people so efficiently when the schools were in their infancy. The publication is

simply a labor of love on the part of Mr. Akers which cannot be too earnestly commended.

—The report of State Superintendent Frank L. Jones of Indiana contains much valuable material which can be utilized in the actual work of the schools. It gives the revised State Manual and Course of Study which will be very helpful to the teachers in their work and a discussion of the Rural School Problem which is most timely. We congratulate Mr. Jones on the excellence of his report.

—Supt. C. E. Thomas of Mendon has been unanimously re-elected for two more years and his assistant, M. O. Krugh, for another year.

—Supt. Chas. J. Britton, of Galipolis, has just issued a new School Manual containing the course of study and the rules and regulations adopted by the board of education.

—Supt. L. Virgil Mills of Burton has been unanimously reelected for another year.

—One of the educational events of the year in Franklin County is the annual banquet and reception given by the superintendent and teachers of Clinton, Perry, and Sharon townships to the members of the school boards and their friends. This year this occasion, the eighth in number, was celebrated at Worthington, Ohio, the

annual address being delivered by President Thompson of O. S. U. on "Why We Educate." This address, which was full of helpfulness to all, was heartily received by a large audience. Following the address was the dinner served in a most satisfactory manner by the ladies of the Presbyterian Church. Supt. Dickey served as toastmaster in his usual happy manner. The speakers were Rev. S. P. Long, Professor Eagleson, Supt. J. A. Shawan, and President Thompson. The parents and friends of the school were much pleased with the school exhibit which indicated something of the excellent work which is being done.

—Supt. F. P. Shumaker of Chagrin Falls, after having served thirteen years with the undivided support of his board of education, has been unanimously re-elected for two more years.

—The Oberlin College Summer School will open its session on June 20 and close on August 2. It offers an excellent opportunity to teachers and students to pursue courses of study under thoroughly competent instructors and favorable conditions. Courses will be given in Botany, Ornithology, Psychology, Pedagogy, English, Elocution, French, German, Latin, Greek, Roman Archæology, English History, American History, Political Economy, Economic History of the United States, Geom-

etry and Algebra. For circulars which give description of courses and other information address F. Anderegg, Oberlin, O.

—The editor had the pleasure of talking to the Union County Teachers' Association April 20. The meeting was held at Watkins and notwithstanding the fact that the day was an unusually stormy one, a goodly number of the faithful were present. The forenoon session was taken up with a discussion of topics of general interest to teachers of all grades and was greatly enjoyed by those present. At the afternoon session an address of welcome was delivered by Odell Liggett which was responded to by J. M. Davis, president of the Association. "Physiology — How to Teach It," was the subject of a very thoughtful paper by F. M. Hammond.

—Supt. J. M. Hamilton of Lebanon has been re-elected for two more years.

—Supt. E. C. Hedrick of Bethel township, Miami county, has been re-elected for another year.

—Supt. M. R. Hammond of Van Lue has been re-elected for another year at an increased salary.

—The bi-monthly meeting of the Summit County Teachers' Association was held in Akron, April 13, 1901. "The Spirit of the School" was the subject of an address by Dr. Samuel Findley of Akron. He

said that learning rather than teaching should be emphasized. The examiner has no yard-stick to measure the atmosphere of the school. Some things which characterize the true spirit of the school are truthfulness, obedience, refinement and politeness, scholarly atmosphere, accuracy, etc. The annual institute will be held Aug. 26 to 30.

—A very interesting and instructive meeting of the Marion County Teachers' Association was held at Prospect, Ohio, April 20, 1901. The speakers of the day and their subjects were: T. E. Bolander, "The Best Way of Doing Things"; F. W. Stoll, "Practical Orthography and Orthoepey"; Miss Flora Kowalke, "Nature Study, How Much and What?"; W. P. Moloney, "Difficulties in Way of the Rural Teacher." Each paper gave evidence of careful study and thoughtful preparation and the discussions were animated, Supts. Powell, Weaver, Stoll, R. J. Pennell, T. E. Bolander and others taking part. The music was given by the Mendelssohn Quartet of Marion and the High School Chorus of Prospect, and was well received. Despite the inclemency of the weather there was a good attendance and each felt amply repaid for the effort required.

—The fourth meeting of the Clinton County Teachers' Association was held in Wilmington, April

20, 1901. The day was very disagreeable yet the morning session was well attended. A paper by Miss Laura E. Sutherland of Blanchester and an address by Supt. S. J. Brown of King's Mills made up the morning program. In the afternoon Prof. Franklin S. Lamar of Wilmington College read a most excellent paper on "Nature Study and the Child." The paper was replete with practical suggestions to teachers. Pres. W. A. Bell, of Antioch College was next introduced and held the undivided attention of the crowded house while he talked for more than an hour on the life and work of Horace Mann. His address was a most inspiring and helpful one. The music for the meeting was furnished by the Wilmington schools. This was one of the best sessions of the year and certainly the teachers who braved the storm to attend were well repaid.

—Supt. C. E. Oliver who is closing up a very successful first year's work in East Palestine, has been re-elected for two more years at an increased salary.

—The Columbiana County Teachers' Association met at Leetonia, April 13. All who attended were delighted with the program and other arrangements made by Supt. J. W. Moore. The speakers were Principal Woodward of the Leetonia High School, Miss Bennett of Lisbon, Principal Stanton of

Salem, and Supts. Trescott of Columbiana, Finch of New Waterford, and Oliver of East Palestine. Supt. John E. Morris of Alliance gave a most excellent talk on the Chicago Schools which he recently visited, and Supt. F. Treudley of Youngstown delighted the audience with an inspiring address.

—Supt. P. D. Amstutz of Pandora has been re-elected for another year at an increased salary.

—The efficient work of Supt. Arthur Powell of Marion has again been recognized by his re-election at a salary of \$1,800.

—The school election in Cleveland resulted in a complete victory for the friends of the schools which is only another way of stating that Supt. Jones was most cordially endorsed. The four vacancies in the school council were filled by his staunch supporters which guarantees that he can go on with his work without any fear of being molested by small politicians who have no real interest in the schools. Supervisors E. F. Moulton and H. C. Muckley have been made first and second assistant superintendents at a salary of \$3,000 each and the executive department increased in efficiency thereby. Both these gentlemen have had a long and successful experience in the city schools and are in perfect accord with Supt. Jones in every way. The minimum salary in the high schools has been raised from \$800

to \$1,000 and the indications are that better salaries will soon be paid to teachers in all grades.

—The teachers of Shelby County held their last bi-monthly meeting for the year, in Sidney, Saturday, April 20.

A special effort was made by the committee to have an excellent meeting. Their efforts were not in vain, as the meeting was a success both in interest and attendance.

Pres. L. M. Sniff, of Angola College, gave his interesting and instructive address on Truth. Prin. Ira C. Painter, of Sidney, gave a talk on "Perspective in History." Prin. A. P. Sandles, of Ottawa, discussed the educational exhibits at the fairs of the counties. Supt. W. W. Boyd, of Painesville, told in an entertaining manner of his recent travels in France. The closing address of the day was made by Dr. J. J. Burns, of Defiance, who ably discussed the subject of Literature.

COMMENCEMENTS.

Eldorado, six graduates; German Township, Clark County, eight; Hannibal, five; New Madison, eight; Lewistown, seven; Lafayette, six; New California, (Jerome Township), Union County, two; Bath Township, Greene County, six; Gettysburg, seven; Mendon and Union Township, Mercer County, seven; Van Lue, thirteen; Bradford, five; Convoy, three; Winchester, five.

DIRECTORY OF IMPORTANT EDUCATIONAL MEETINGS.

[We desire to give, each month, reliable information regarding the time and place of important educational meetings, and shall greatly appreciate the assistance of our readers and friends in securing such information. Notices relating to such meetings should reach us not later than the twentieth of the month preceding the month in which the meeting is to be held.]

NATIONAL EDUCATIONAL ASSOCIATION.

President — J. M. Green, Trenton, N. J.
 Secretary — Irwin Shepard, Winona, Minn.
 Place — Detroit.
 Time — July 9-12, 1901.

OHIO STATE TEACHERS' ASSOCIATION.

President — E. W. Coy, Cincinnati.
 Secretary — H. H. Helter, Wapakoneta.
 Place — Put-in-Bay.
 Time — June, 1902.

No meeting of this Association will be held in 1901 on account of N. E. A. at Detroit.

CENTRAL OHIO TEACHERS' ASSOCIATION.

President — Horace A. Stokes, Delaware.
 Secretary — Eudora C. Baldwin, Urbana.
 Place — Cincinnati.
 Time — November 8 and 9, 1901.

NORTHEASTERN OHIO TEACHERS' ASSOCIATION.

President — F. J. Roller, Niles.
 Secretary — F. P. Shumaker, Chagrin Falls.
 Place — Lorain.
 Time — May 25, 1901.

EASTERN OHIO TEACHERS' ASSOCIATION.

President — H. V. Merrick, Lancaster.
 Secretary — Kate Simmons, Cadiz.
 Place — Zanesville.
 Time — November 29 and 30, 1901.

SOUTHEASTERN OHIO TEACHERS' ASSOCIATION.

President — B. O. Higley, Athens, O.
 Secretary —
 Place — Jackson.
 Time — October 25 and 26, 1901.

SOUTHWESTERN OHIO TEACHERS' ASSOCIATION.

President — J. W. Withers, Lebanon.
 Secretary — C. C. Donley, Middletown.
 Place — Hamilton.
 Time — October 26.

NORTHWESTERN OHIO TEACHERS' ASSOCIATION.

President — E. D. Lyon, Mansfield.
 Secretary —
 Place — Toledo.
 Time — November 29 and 30, 1901.

WESTERN OHIO ROUND TABLE.

President — F. Gillum Cromer, Franklin.
 Secretary — J. W. Swartz, Tippecanoe City.
 Place — Dayton.
 Time —

NORTHWESTERN OHIO ROUND TABLE.

President — C. C. Miller, Lima.
 Secretary — Ethel Reed, Bowling Green.
 Place — Van Wert.
 Time — April 4 and 5, 1902.

OHIO VALLEY ROUND TABLE.

President — W. H. Maurer, Steubenville.
 Secretary — W. H. Maurer, Steubenville.
 Place — Steubenville.
 Time — November 1 and 2.

STATE ASSOCIATION OF SCHOOL EXAMINERS.

President — Horace A. Stokes, Delaware.
 Secretary — C. L. Martzoff, New Lexington.
 Place — Columbus.
 Time — Christmas week.

STATE ASSOCIATION OF TOWNSHIP SUPERINTENDENTS.

President — A. B. Graham, Springfield.
 Secretary — D. H. Barnes, Osborn.
 Place — Columbus.
 Time — Christmas week.

STATE ASSOCIATION OF SCHOOL BOARD MEMBERS.

President — H. S. Prophet, Lima.
 Secretary — J. H. Williams, Columbus.
 Place — Columbus.
 Time — To be determined by executive committee.

BOOKS AND MAGAZINES.

Ginn & Co., Chicago, Ill.

"Wigwam Stories." Compiled by Mary Catherine Judd and illustrated by Miss Angel de Cora, a young Indian artist of great promise. A beautiful volume of charming stories told by and about the Indians. Mailing price 85 cents.

Charles Scribner's Sons. New York City.

"Introduction to Sociology." By Arthur Fairbanks. The third edition of this interesting volume, revised and in part rewritten. Price, \$1.50 net.

"The Boy General."—Story of the Life of Major-General George A. Custer as told by Elizabeth B. Custer. Edited by Mary E. Burt. A stirring summary of the life and deeds of a brave hero. Price, 60 cents net.

"The Literary Primer." By Mary E. Burt and Mildred Howells. Designed to put the child at once in contact with the best literature. Price, 30 cents net.

D. C. Heath & Co., Chicago, Ill.

"School Sanitation and Decoration." By Severance Burrage, Professor of Sanitary Science, Purdue University, and Henry Turner Bailey, State Supervisor of Drawing, Massachusetts. A most timely and practical study of a practical subject.

"Organic Education." By Harriet M. Scott, Principal of the Detroit Normal Training School. A Manual for the use of teachers in the Primary and Grammar Grades,

containing a plain, suggestive report of a plan of work which has been in actual operation for several years. A very helpful book for teachers.

"A French Grammar." By H. W. Fraser and J. Squair, of the University of Toronto. The book combines a beginner's lesson book, a complete grammar, a reader with exercises, and a conversation book.

"French Syntax and Composition." By Jeanne M. Bouvet, Teacher of French of the South Division High School, Chicago. A combination of exercises in grammar and syntax and selections in prose composition with excellent notes and vocabulary.

"Stories of Pioneer Life." By Florence Bass. A fine volume of 146 pages with 70 beautiful illustrations—preeminently a boy's book—well adapted for use in the third and fourth grades.

"Strange Peoples." Ethno-Geographic Reader, No. 1.—By Frederick Starr. A readable volume full of instructive facts told in a style well adapted to children from nine to twelve years of age.

"Lessons for Little Readers." By E. G. Regal. Can be used as supplementary to any first reader. Contains a large amount of material for seat work in connection with language, number, etc.

"The Quasi Township Superintendent." A book treating of the organization, classification, and grading of rural schools. Price, 75 cents. Address R. L. McCready, 21½ North Park St., Mansfield, Ohio.

THE OHIO EDUCATIONAL MONTHLY

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No. 6.

THE SPELLING REFORM QUESTION IN THE N. E. A.

BY EMERSON E. WHITE.

[Reprinted from *The School Journal*.]

At the meeting of the Department of Superintendence in Indianapolis, in 1897, Mr. E. O. Vaile, of Chicago, offered the following resolution:

Resolved, That in publishing the proceedings of this and future meetings of this department, until it is ordered otherwise, the secretary of the National Educational Association is hereby directed to use such simplified spelling as may be fixed upon by the following committee: Dr. W. T. Harris, Commissioner of Education of the United States, chairman; Supt. F. Louis Soldan, St. Louis, Missouri; and Supt. Thomas M. Balliet, Springfield, Mass.

The resolution was adopted by a small vote, there being but few members of the department present when the action was taken. It was objected that since the department does not publish its own proceedings, the resolution would need to

be approved by the National Educational Association.

No action was taken at the N. E. A. meeting in July, but at the meeting of the board of directors, in Washington, in 1898, Secretary Shepard submitted the resolution of the Department of Superintendence, in 1897 (given above), and the recommendation of its committee (Dr. Harris, chairman), and asked for instructions. On motion of Mr. Vaile the board of directors concurred in the action of the Department of Superintendence, and approved the adoption of the proposed amended spelling of twelve words "for use in *the proceedings of that department*." This was the "thin wedge" alluded to by Dr. Harris in his remarks at Chicago. But as soon as the board of directors had taken this action, a resolution was introduced instructing

the secretary to use the twelve amended spellings "in the proceedings of this and other meetings of the National Educational Association." After discussion this resolution was adopted *by one majority*. So the committee's "thin wedge" was taken out and a thicker wedge put in, thus transcending the recommendation of the Department of Superintendence and its committee. Whereupon this action was announced as the adoption of the amended spellings by the National Educational Association! The writer was not present at this meeting of the board of directors and knew nothing of the action taken until he received the secretary's circular.

COMMITTEE ON AMENDED SPELLING.

At the meeting of the Department of Superintendence in Columbus, in 1899, a committee on "Amended Spelling," Superintendent Buehrle, chairman (Mr. Vaile a member), submitted a report recommending that in all the published proceedings of *this department* [italics ours], "the recommendations of the American and the British Philological associations be adopted at once, so far as said recommendations refer to the dropping of the final *e* in words in which it does not serve to lengthen the preceding vowel," and to the spelling of other classes of words named by the committee—a recommendation which would change the spelling of a considerable list of

words. The committee also recommended the appointment of a standing committee of five by the department "whose duty it shall be to promote by every means in their power the amendment and simplification of English orthography, and to make report to this department annually." The committee requested that action on its report be deferred "until the next regular meeting, one year hence." The report was accepted but no action was taken on its recommendations. As must be evident, this report proposed the insertion of a much thicker wedge.

At the meeting of the board of directors in Los Angeles, in 1899, the writer moved that the action of the directors in regard to the use of the amended spellings be amended by adding thereto the words, "except when the authors of a paper formally request the use of the standard spelling therein." The motion was passed by a vote of 25 to 13.

At the meeting of the Department of Superintendence in Chicago, in 1900, Mr. Vaile introduced the following resolution:

Resolved, That the Department of Superintendence does hereby memorialize the board of directors of the National Educational Association at its next meeting in Charleston, S. C., to appropriate the sum of \$1,000 for each of the next five years, to be expended in promoting the cause of simplifying English spelling, under the direc-

tion of a commission composed of the following members:--the names of ten men being added.

After discussion, a motion to lay the resolution on the table for one year was carried by a vote of 93 to 71. It was also voted to assign the resolution a place on the next year's program for discussion.

The resolution in a somewhat modified form was given a place in the printed program of the meeting held in Chicago, in February, 1901, and, after a full discussion, it was indefinitely postponed by a vote of 105 to 77.

I have thus given the several actions of the Department of Superintendence and the board of directors of the N. E. A., to show how the "thin wedge" of 1897 has become a wedge of large splitting power in 1901.

PERSONAL ATTITUDE AND ACTION.

I have from the first felt constrained to oppose the making of either the Department of Superintendence or the National Educational Association an agency for the exploiting of the so-called "Spelling Reform." I have urged uniformly and, as I see it, consistently, that such a propaganda is not a legitimate function of either body—a position now taken by at least two of the three members of the original committee, appointed in 1897. I have questioned the right of the board of directors to change the spelling of words, in a paper or report, by substituting an unauthor-

ized spelling for one that is in accordance with good usage and the highest authority. I have greatly regretted thus giving offense to those who have been conscientiously trying to commit the association to a spelling propaganda, but I have acted according to my best judgment and in all good conscience. I am not a little relieved by the assurance that the adverse action of the superintendents is largely due to what has been said by others.

In the several discussions in the Department of Superintendence I have made no attempt to discuss the question of spelling reform on its merits, except so far as this seems necessary to meet the specious plea in behalf of the children. My single purpose has been to urge that the exploiting of amended spellings, whatever their merit, is not the proper function of the association; that this should be left to other influences and agencies.

Permit me, Mr. Editor, to add that I am not wholly ignorant of the spelling-reform literature. More than thirty years ago I began to read what was then written in the advocacy of phonetic alphabet and phonetic spelling. As the editor of one of the leading educational journals in the country for over fifteen years. I was in a position to see much that was written on the subject. I doubt that any essentially new arguments for the phonetic system have been advanced in the last twenty years. I also watched

with interest the efforts made to introduce phonetic type in the first lessons in reading—the “Robinson Phonic Alphabet” in England; the “Leigh Pronouncing Orthography,” in the United States; and the “Pitman Phonetic System,” in both countries. Whatever the merits of these phonetic alphabets, teachers preferred the beautiful Roman type, and the use of phonetic type in primary reading has made little, if any, progress in thirty years. It is believed that its use has largely disappeared.

From all that I learned at that early day I came to the conclusion that the change of English orthography to a phonetic form is not possible. It is true that several eminent American scholars thought they saw tokens of the dawn of a phonetic millennium, but I believe that they have since somewhat modified their expectations. It is increasingly clear that a radical change in the language of a people is a very difficult matter.

Besides, the obstacles in the way of a radical reform in English spelling have greatly increased in the past quarter of a century. The use of the English tongue has wonderfully spread in these years and, in a sense, it is rapidly becoming a world language. The sun never sets on English-speaking peoples. There has also been a marvellous

increase in the number of books published. It is believed that many more English books have been published in the past twenty-five years than in the entire previous history of the language, and many hundreds of these books are a part of the world's living and abiding literature. Then, how many millions of books are now gathered into great libraries and how rapidly these store-houses of books are multiplying—filled with books many of which will be read by successive generations. It is not probable that these books are to be displaced by others printed in phonetic type or with phonetic spelling. Further, how many thousands of new words have been added to the language, especially in the various sciences—words coined from other languages.

There will be changes in English spelling effected by the same influences and processes that have been at work from Chaucer's time down, but to me there does not appear the glimmer of a promise that there is to be a radical reform in English orthography while the English-speaking peoples of the world retain their present characteristics. This somewhat hopeless view of the phonetic reform of English spelling may be due to a lack of prophetic sight, but, whatever the cause, I see no clear dawning light.

GEOGRAPHY AND HISTORY OF OHIO.

BY F. B. PEARSON.

No phase of geographical and historical studies contains greater possibilities for profit and pleasure than that which connects man and his activities with his physical environments. The student of history who takes into account physical conditions occupies a vantage ground whence he can readily understand many facts that otherwise would seem obscure. In peace no less than in war, history is largely based upon geography. Physical conditions give direction to man's activities in a marked degree, and the nature and intensity of these activities define civilization. True, in these latter days, we are striving to abrogate the decrees of nature by tunnelling mountains, changing the courses of rivers, wresting the land from the sea by means of dikes, and transplanting industries; but all these are but minor exceptions to the rule, and only serve to emphasize the fact that the laws of nature cannot be repealed. The history of slavery, in all its ramifications and bearings, is but a chapter in the history of soil and climate. "Cotton is king" in the South to-day no less than in antebellum times and the people who produce cotton are still subject to the conditions of soil and climate.

All this to preface the statement

that Ohio affords a good field for this sort of study. It was Ritter, perhaps, who said "Wherever our home is, there lie all the materials which we need for the study of the entire globe." If the learner comes to know well how physical conditions in Ohio determine the direction of activities—he may safely be trusted to go beyond the bounds of his own state in his researches. A general survey of the state discloses a great variety of industries and we see men, therefore, engaged in many kinds of work. No one who has visited Sandusky need be told of the fish industry, for he has only to use his eyes to realize that, in one way or another, fish form the staple of the commerce of that city. Travel from Lorain through Cleveland to the eastern boundary of the state and you are bewildered with the miles of ore-docks. These docks, moreover, attract and, perhaps, foster a peculiar kind of civilization—a civilization which affords a fertile field for the sociologist, as well as the philosopher who would harmonize the interests of labor and capital. The docks determine the civilization, and the Lake with the distant mines, and the shallowness of the Welland canal locate the docks. Go back from the Lake a

few miles into Geauga county and you will find a radical change. Instead of ships, and derricks, and mountains of iron ore, and foreign languages, and still more foreign customs, you find herds of cattle variegating the landscape, and their noble fruitage of butter and cheese enriching the store-houses, while multitudes of people are busy in the maple groves transforming the life currents of the wounded giants into prophecies of delight for the coming winter. Alas for the boy who has not tasted the joys (and other products) of a sugar-camp! The annual out-put of Geauga cheese would almost reach across the county, and the maple syrup,—well, that conjures up visions of vast vistas of waving buck-wheat.

Akron, Zanesville, Crooksville, and East Liverpool suggest earthen ware of all degrees of size and fineness, from the giant sewer-pipe to the most ornate and delicate vase and china cup. Then we can advance into the coal fields, and here as elsewhere, we find that each craft has a dialect peculiar to itself—which is an exponent of the mode of thought, and, therefore, life.

Again one need not be surprised that canning factories abound in such fertile districts as surround Chillicothe and Circleville, for these factories are but the agencies for dispensing the bounties of these fertile plains to less favored districts. Athens county and the sur-

rounding district supplies the market with peaches and small fruits that delight the eye and the palate of the connoisseur, and the fruit industry in this locality gives employment to many people, just as do the vineyards in the northern counties along the Lake. Moreover, fruit requires baskets, and, hence, the manufacture of baskets in these districts accompanies the growing of fruit, and he who becomes imbued with the spirit of these industries finds that he thinks and lives in an atmosphere emanating from physical conditions. The vocabulary of many people in Geneva differs greatly from the words that are in vogue in Middletown, the center of the tobacco district. The culture of tobacco, and the culture of grapes bear no resemblance to each other, and from the time the soil is prepared till the crop is sold in the market, each plant is an imperious ruler of thought and speech. They rule the customs and even the garb of their subjects.

In the counties of Greene and Clark, we find lime-kilns in great numbers, and here, again, we must seek the cause in physical conditions. Geology will explain these lime-kilns just as it will the gas wells in Fairfield county, but spend one evening with the men who work about these kilns, and the next with the gas men at Sugar Grove, and you will find your geology presented in very different phases. Amid the derricks that,

like giants, tower above us in the northwest, at Lima, Findlay and Bowling Green, we feel the influence of still another type of civilization, and must learn a new vocabulary if we would understand what is going on about us. Still further to the northwest we shall find artesian wells, and these afford us a basis for another very interesting

study of physical conditions. Such a study of our state as these illustrations exemplify could be carried on profitably in our schools, and would certainly have advantages over the mere bounding of counties, remote from our own, or asking what counties were named in honor of Presidents.

O. T. R. C. DEPARTMENT.

REPORT OF THE CORRESPONDING SECRETARY AND TREASURER FOR THE YEAR ENDING MAY 11, 1901.

RECEIPTS.	
May 12, 1900.....	\$1,636 55
Paid by publishers for advertising.....	244 00
Fees for membership, 1900-'01.....	1,226 36
Belated fees from 1899-'00.....	29 75
Interest on certificate.....	40 00
Total	\$3,176 66
Outlay for 1900-'01.....	1,790 43
Balance on hand.....	\$1,386 23
EXPENDITURES.	
Expenses of the Board at the May meeting, 1900.....	\$94 82
Stationery for the Board.....	17 60
Expressage	93 51
Postage	73 42
Clerk service	200 00
Salary of the State Secretary.....	500 00
Certificates, circulars and cards.....	92 50
Annual Bulletin, 25,000 copies.....	270 00
Lettering diplomas	76 30
Binding Annual Reports.....	1 50
Discounting checks	45
Teachers' diplomas	29 00
Official traveling expenses of Corresponding Secretary.....	141 33
Transferred to O. T. A.....	200 00
Total	\$1,790 43

RELATED FEES FOR 1899-'00.

Allen County	\$4 50
Clinton County	5 75
Cuyahoga County	2 50
Defiance County	2 75
Delaware County	2 75
Hocking County	3 25
Licking County	75
Logan County	25
Miami County	50
Morgan County	25
Summit County	1 50
Wood County	5 00
Total	\$29 75
Number of pupils' certificates issued.....	13,634
Number of elementary diplomas granted.....	854
Number of high school diplomas granted.....	394

TABLE SHOWING THE NUMBER OF MEMBERS, ETC., BY COUNTIES.

Counties.	Number of members for 1899-1900.	Number of members for 1900-1901.	Fees collected.	Expenses county sec- retary.	Amount sent state sec- retary.	County secretaries.
Adams	53	67	\$16 75	\$4 75	\$12 00	E. H. Baldridge, Peebles.
Allen	19	171	42 75	15 77	26 98	C. A. Graham, Herring P. O.
Ashland	58	55	13 75	1 75	12 00	Frank Scott, Loudonville.
Ashtabula						John Ranson, Hartsgrove.
Athens	56	359	80 75	14 75	75	F. S. Coultrap, Athens.
Auglaize	53	39	9 75	1 75	8 00	Carolyn Schulenberg, St. Marya.
Belmont	5	44	11		11	Sadie E. Giffin, St. Clairsville.
Brown	104					W. W. Pennell, Eastwood.
Butler	90	87	21 75	2 00	19 75	R. T. Finlay, Collinsville.
Carroll	30	34	8 50	2 00	6 50	W. H. Ray, Carrollton.
Champaign	123	132	33 00	12 00	21 00	E. T. Zerkle, St. Paris.
Clark	14					J. R. Clarke, Lawrenceville.
Clermont	144	147	36 75	7 82	23 83	G. W. Witham, Milford.
Clinton	1	25	6 25	50	5 75	Guy Irland, Cuba.
Columbiana	107	69	17 25	1 25	15	E. O. Trescott, Columbiana.
Coshocton	143	120	30 00	5 00	25	H. M. Shutt, Conesville.
Crawford	135	116	29 00	8 00	21 00	County Examiners.
Cuyahoga	1	58	14 50	4 10	10 40	H. A. Redfield, Nottingham.
Darke	115	86	21 50	25	21 25	H. S. Thompson, Bradford.
Defiance	78	52	13 00	75	12 25	J. E. Hosler, Sherwood.
Delaware	33	64	16 00	2 00	14 00	Wm. McClain, Sunbury.
Erie	40	18	4 50	1 50	3 00	W. H. Block, Huron.
Fairfield	72	41	10 25	3 25	7 00	S. S. Lawrence, Basil.
Fayette	156	90	24 75	4 75	20 00	R. H. Harrup, Washington, C. H.
Franklin	407	312	73	12 50	65 50	C. L. Dickey, Clintonville.
Fulton	7	14	3 50	1 25	2 25	C. O. Castle, Swanton.
Gallia	157	154	38 50		38 50	J. D. Holcomb, Rio Grande.
Geauga	24					F. E. Tucker, Claridon.
Greene	84	67	16 75	85	15 90	C. R. Titlow, Fairfield.
Guernsey	100	24	6 00	2 00	4 00	Mary A. Stone, Cambridge.

TABLE SHOWING THE NUMBER OF MEMBERS, ETC., BY COUNTIES —
Concluded.

Counties.	Number of members for 1889-1900.	Number of members for 1900-1901.	Fees collected.	Expenses county sec- retary.	Amount sent state sec- retary.	County secretaries.
Hamilton	231					F. B. Dyer, Madisonville.
Hancock	94	47	11 75	1 00	10 75	Anna Sweeney, Findlay.
Hardin	102	130	80 00	15 35	14 65	E. S. Neeley, Kenton.
Harrison	75	50	12 50	1 50	11 00	J. D. Somerville, Scio.
Henry	27	30	7 50	1 25	6 25	W. W. Mohler, Liberty Center.
Highland	76	36	9 00	5 00	4 00	Blanche R. Shepherd, Hillsboro.
Hocking	1	13	4 50		4 50	F. E. Pierpont, Logan.
Holmes	75	34	8 50	1 50	7 00	J. H. Comstock, Paint Valley.
Huron	36	19	4 75	7 75	4 00	J. K. Allen, Greenwich.
Jackson	125	68	17 00	3 25	13 75	Lizzie Spencer, Wellston.
Jefferson	20	3	7 75		7 75	D. W. Matlack, Steubenville.
Knox	100	103	25 75	7 00	18 75	A. C. D. Metzgar, Gambier.
Lake	67	51	12 75		12 75	James Hutchinson, Painesville.
Lawrence	153	56	14 00	3 00	11 00	W. D. Sydenstricker, Coal Grove.
Licking	221	179	44 75	25 60	19 15	B. L. Hawke, Pataskala.
Logan	100	195	48 75	9 65	39 10	A. C. Alleshouse, Belle Center.
Lorain	110	81	20 25	7 60	12 65	W. A. Hiscow, Grafton.
Lucas	131	201	50 25	18 85	36 40	J. A. Pollock, Maumee.
Madison	42	31	7 75	1 25	6 50	O. E. Duff, Lafayette.
Mahoning	29	15	4 00	27	3 73	Edwin Lee, Canfield.
Marion	1	110	27 50	13 21	14 29	C. C. Smith, Ruth.
Medina	21	43	10 75	2 05	8 70	G. W. Baumgardner, Seville.
Meigs	15					L. W. Philson, Racine.
Mercer	94	67	16 75	2 00	14 75	C. D. Moore, Fort Recovery.
Miami	10	14	3 50	45	3 05	W. F. Deeter, Covington.
Monroe	10	2	50		50	J. S. Beck, Woodsfield.
Montgomery	227	211	52 75	16 75	36 00	G. W. Brumbaugh, Dayton.
Morgan	63	61	15 25	3 75	11 50	W. B. Graham, McConnellsville.
Morrow	34	37	9 25	2 25	7 00	A. B. Whitney, Chesterville.
Muskingum	12	14	3 50	1 57	1 93	W. H. McDaniel, Fultonham.
Noble	4	15	3 75	25	3 50	Mark Warner, Dexter.
Ottawa	14					E. C. Freimark, Elliston.
Paulding	42	32	8 00	50	7 50	M. Carrie Hertel, Antwerp.
Perry	128	153	39 50	3 85	35 65	Geo. W. DeLong, Corning.
Pickaway	47	18	4 50	25	4 25	Clarence Balthaser, Circleville.
Pike	134	106	26 50	9 50	17 00	T. W. Horton, Cynthiana.
Portage	3					
Preble	132	105	26 25	6 10	20 15	J. E. Randall, Camden.
Putnam	21	46	11 50	1 75	9 75	H. D. Grindle, Columbus Grove.
Richland	58	107	26 75	16 06	10 69	H. H. Phelps, Lexington.
Ross	39	79	19 75	1 70	18 05	Emily C. Roths, Chillicothe.
Sandusky	42	25	6 25	1 00	5 25	Mrs. E. W. Fought, Fremont.
Scioto	86					C. D. Walden, Sciotoville.
Seneca	83	92	15 50	6 75	8 75	L. N. Montgomery, Old Fort.
Shelby	96	147	36 75	6 42	30 33	E. L. Steenrod, Sidney.
Stark	198	305	76 25	2 97	73 28	M. E. McFarren, Osnauburg.
Summit	44	59	14 75	8 85	13 90	John L. McFarland, Akron.
Trumbull	198	89	22 25	17 50	4 75	C. W. Harshman, Gustavus.
Tuscarawas	23	30	7 50	2 00	5 50	A. C. Baker, Dundee.
Union	88	96	21 50	2 00	19 50	O. J. Dodge, New California.
Van Wert	71	75	18 75	75	18 00	Charles M. Drury, Van Wert.
Vinton	22	12	3 00	25	2 75	D. E. Fri, Creola.
Warren	50	33	8 25	1 25	7 00	J. M. Hamilton, Lebanon.
Washington	90	105	29 25	9 25	18 00	A. M. Farlow, Marietta.
Wayne	122	66	16 50	1 50	15 00	Lura B. Kean, Wooster.
Williams	36	80	10 00	8 55	11 45	E. D. Longwell, Pioneer.
Wood	95	44	11 00	2 00	9 00	L. D. Hill, Bowling Green.
Wyandot	85	84	21 00	2 50	18 50	W. S. Bliss, Crawford.
Total	6,795	6,321	\$1,580 25	\$953 89	\$1,226 36	

1901-1902.

TEACHERS' COURSE, NINETEENTH
YEAR. (ADOPTED MAY 11,
1901.)

I. *Pedagogy*: Schaeffer's Thinking and Learning to Think, or Scott's Organic Education.

II. *Literature*: (a) Bates's The Study of Literature. (b) King Lear, or any play of Shakespeare previously adopted.

III. *History*: (a) Sparks's The Expansion of the American People, or Shailer Mathews's The French Revolution. (b) The Week's Current, The Pathfinder, Current History, The Little Chronicle, or an equivalent.

IV. *Nature Study*: Howe's A Study of the Sky, or Long's Ways of Wood Folk and Wilderness Ways.

I greatly regret my failure to hear from several counties, and such counties as some of them are, from a Circle point of view. With them, I think the enrollment would be equal to what it was last year.

The names of readers receiving diplomas will appear later; also a list of recommended books, teachers' course.

By unanimous vote the OHIO EDUCATIONAL MONTHLY was selected as the organ of the O. T. R. C., and was requested to continue a Reading Circle Department on the plan of previous years.

J. J. BURNS,
Cor. Secretary.

BOOKS ADOPTED FOR THE O. T. R. C.
AND O. P. R. C. FOR 1901-1902.

By Margaret W. Sutherland.

The Board of Control of the O. T. R. C. and O. P. R. C. met in Columbus on May 11 and May 12. After careful deliberation a very excellent course was adopted for the teachers and some fine books were added to the list for the pupils. The following is an outline of the work:

TEACHERS' COURSE — NINETEENTH
YEAR.

I. *Pedagogy*: Schaeffer's Thinking and Learning to Think or Scott's Organic Education.

II. *Literature*: (a) Arlo Bates's Talks on the Study of Literature. (b) King Lear or any other play of Shakespeare previously adopted by the Board.

III. *History*: (a) Sparks's The Expansion of the American People or Shailer Mathews's The French Revolution. (b) The Week's Current, The Pathfinder, Current History, The Little Chronicle, or an equivalent.

IV. *Nature Study*: Howe's Study of the Sky or Long's Ways of Wood Folk and Wilderness Ways.

The following books were added to the Pupils' Course:

SECOND YEAR — C PRIMARY.

Marjorie's Doings.

THIRD YEAR — B PRIMARY.

Stories of My Four Friends.
Tommy's Adventures.

Chatty Readings in Elementary Science, Book 1.

FOURTH YEAR — A PRIMARY.

Scudder's Book of Legends.

Sara Wiltse's Folk-Lore Stories.

Calendar Stories,

Chatty Readings in Elementary Science, Book 2.

FIFTH YEAR — D GRAMMAR.

The Animal Story Book Reader, by Andrew Lang.

Troeger's Harold's Explorations.

Chatty Readings in Elementary Science, Book 3.

SIXTH YEAR — C GRAMMAR.

Squirrels and Other Fur-Bearers.

Uncle Sam's Soldiers.

SEVENTH YEAR — B GRAMMAR.

More About the Weather.

The Iron Star.

The First Book in Home Geography.

Peter Cooper.

EIGHTH YEAR — A GRAMMAR.

The Story of Geographical Discovery.

Every Day Birds.

Lewis and Clark.

HIGH SCHOOL COURSE.

FIRST YEAR.

Andrew Jackson.

SECOND YEAR.

James B. Eads.

The corresponding secretary and

treasurer was authorized to place one of the Books on Art published by Houghton, Mifflin & Co. in each year of the high school course.

I am sure if the teachers realized what a rich feast is set before them in their course for next year there would be a large increase in membership in the Circle. Then, too, the books selected for the children are among the best published. In another issue of the MONTHLY I shall desire to refer to the excellent books on the Recommended List for Teachers, but at present I wish to characterize briefly the Required List.

The editor of the MONTHLY has already alluded in its columns to "Thinking and Learning to Think," but so great is my admiration for the book and its author, Dr. N. C. Schaeffer, Superintendent of Public Instruction for the State of Pennsylvania, that I wish to bear my testimony to the worth of the book. There is nothing clearer to those who earnestly watch teachers and carefully read works on pedagogy than the fact that too many teachers are not sufficiently interested in theories of education, while others are so distressed by not being able to follow vague theories and erratic theorizers that their days and nights are filled with worry and care. Dr. Schaeffer truly says, "Vague theories are apt to beget a bad conscience in those who teach and to destroy the joy which every one has a right to feel

while doing honest and faithful work."

All through this book the author aims at the clear thinking which makes clear teaching, and consequently begets joy. When I heard the doctor give his lecture on "Thinking in Things and in Symbols" I said, "The whole science of education seems to me to be wrapt up in that lecture," so you may know I am glad to have it to keep in book form. "The too constant use of blocks, however valuable at first, ultimately begets blockheads, instead of intelligences capable of the higher life of thought and reflection." All ye who would keep kindergarten methods even unto college days, read and reflect upon this!

If the doctor preaches at times, it is the kind of preaching that we all need. It is thinking and the higher life that gives utterance to "Throughout the ceaseless ages of eternity, love of the truth, as it is in Jesus,—yea, man's love for his Maker and his Savior, and for the whole glorious company of the redeemed,—will continue to glow and to grow, lifting the soul to ever loftier heights of ecstasy and bliss. A foretaste of this ecstatic bliss is possible in this life. Love of home and country, of kindred and friends, of truth and righteousness, of beauty in all its forms, of goodness of every kind, up to the highest forms of the good, gives life on earth a heavenly charm."

It seems a pity that not every one in the Reading Circle will use both books in pedagogy this year. If the Board of Control was not constantly admonished not to make the course of reading too extensive, I think I should move to change "*or*" to "*and*", since "*Organic Education*," by Miss Scott, is such a fine book for teachers to own. The first three sentences of its preface give such a good idea of the book that I shall quote them: "The main purpose of this book is very simple. It is to make a plain, straightforward report of a plan of work that has been in operation experimentally for some years in one of the regular ward school buildings of a large city. But in presenting the report it has been deemed necessary to give the underlying principles or philosophy of the plan." This last sentence explains my endorsement of the book to those who know my unconcealed disapproval of plan books in general. Following the outlines of lessons given by others without understanding the principles guiding the writers in making them, is never productive of a high kind of teaching. But when we have plans given us which have been tested by actual carrying out in plain, everyday schools, and have the reasons for the various steps taken clearly put before us, we have something especially valuable for those teachers who have not been inspired by systematic study of

pedagogy based on psychology. But let Miss Scott again speak for herself: "The plan outlined in this book consists in general of the use of certain typical periods of civilization as material for the work of the various grades. These periods have been chosen as satisfying the natural instincts and interests of children at certain stages in their development, and seem to be consecutive in the lives of most children, as well as in the history of civilization. The periods used are the following:

The Nomadic Period, represented by the North American Indian.

The Pastoral and Agricultural Periods, represented by the Early Aryan and the Persian.

The Greek Period.

The Roman Period.

The Germanic Period.

The Period of Feudalism and Chivalry.

The Renaissance Period.

The Puritan Period.

The study of the Puritans in America is followed by a study of American national development, in lines of political, industrial, and social progress, and then by a similar, though less detailed, survey of the civilization of the other grand continental divisions of the world, and later of the world as a whole."

Arlo Bates's book, on "The Study of Literature," is one of those books well adapted to two different classes of readers. The

lover of literature will delight in it as he delights in the conversation of a cultivated man who finds pleasure in the things dear to his own soul; while the teacher not yet at home with the masters will be enticed into their company. I cannot better answer you why you should read King Lear than by telling you what Mr. Bates himself says: "To attempt to-day to explain why men should read Shakespeare is like entering into an argument to prove that men should delight in the sunshine or to explain that the sea is beautiful and wonderful. If readers to-day neglect this supreme classic it is not from ignorance of its importance. It may be from a want of realization of the pleasure and inspiration which the poet affords. Those who have not tested it may doubt as one heart-whole doubts the joy of love, and in either case only experience can make wise."

Many teachers in Ohio have heard Dr. Edwin E. Sparks lecture on historical subjects and will be thereby prepared to expect something interesting and profitable in "The Expansion of the American People." The topic in itself is inviting, since the present is always read in the light of the past.

For the many teachers who have been reading United States History for some time and, therefore, prefer a change, there is an alternative in the shape of a very in-

teresting history of "The French Revolution." A very bright man of literary taste paid it the compliment of saying that it was the only book that tempted him to complete its reading when he was suffering from a severe attack of grip. It seems to me that I have never read a chapter in history which makes the past live again more vividly than Chapter III of this book, entitled "Social Contrasts and Morality." That time, for instance, when "Talleyrand did not see his parents for years, and when about ten years old called on his mother once a week, on her reception day." The delight of this book comes from the fact that the author seems to have all the accuracy of a scholar joined to the charm of literary style of a gifted essayist.

When we come to Nature Study we have to make the choice between wandering among the starry host in the heavens or in wilderness ways among the wood folk.

"The Study of the Sky" is not to make mathematical astronomers of us, but to make us look above us and learn to know one of the most fascinating things in all nature—the eloquent face of night; and while it will not make us worshippers of the sun-god, it will teach us that all nature would come to a standstill were it not for the

sun, the daily blessing whose value we sometimes forget.

We have learned to read Burroughs with increasing interest every time we have had one of his books in our Reading Circle Course. Many of us have found pleasure in the beautiful work of Ernest Seton Thompson. Now those who read "Ways of Wood Folk and Wilderness Ways" will find in Mr. Long an associate worthy to be placed in the fine company we have already entertained. He will make us acquainted with Fox-Ways, Queer Ways of Br'er Rabbit, Moween the Bear, and other *people* well worth knowing. We shall enjoy "Mega-leep the Wanderer," "Killovlest, Little Sweet-Voice," "Kagox the Bloodthirsty," and others, even though we still think "The Jungle Books" the incomparable animal stories of the language.

My labor of love in describing the books of the Teachers' Course has so run away with my pen that no space is left to write of the new books placed on the Pupils' Course. Suffice it to say at present that they are thoroughly enjoyable books; and that he who induces a boy or girl to get pleasure from a good book does more to save a child from the error of his ways than all the societies ever formed which are founded on passing sentiments.

HELPS, HINTS, AND SUGGESTIONS.

THE CENTER OF POPULATION AND ITS MEDIAN POINT.

Census Bulletin No. 62, prepared under the direction of Mr. Henry Gannett, geographer, is a very interesting document. It gives the center of population of the United States, excluding Alaska and the recent accessions of territory, on June 1, 1900, together with a discussion of the movements of the center, decade by decade, for the past century. We are sure that all teachers and pupils will be interested in the following quotations from this bulletin descriptive of the method used in determining the center of population, which is the center of gravity of the population of the country, each individual being assumed to have the same weight:

The population of the country was first distributed by "square degrees," as the area included between consecutive parallels and meridians has been designated. A point was then assumed, tentatively, as the center, and corrections in latitude and longitude to this tentative position were computed. In this case the center was assumed to be at the intersection of the parallel of 39° north with the meridian of 86° west of Greenwich. The population of each square degree was assumed to be located at the center of that square degree, except in cases where it

was manifest that this assumption would be untrue, as, for instance, where a part of the square degree was occupied by the sea or other large body of water, or where it contained a city of considerable magnitude which was situated "off center." In these cases the position of the center of the population of the square degree was estimated as nearly as possible. The shortest distances between each such center of population of a square degree (whether assumed to be at, or at a distance from, the center of the square degree) and the assumed parallel and meridian were obtained. The population of each square degree was then multiplied by the shortest distance of its center of population from the assumed parallel of latitude, and the sums of the products, or moments, north and south of that parallel were obtained. Their difference, divided by the total population of the country, gave a correction to the latitude of the assumed center of population. In a similar manner, the east and west moments were obtained, and from them a correction to the longitude of the assumed center was obtained.

In 1790 the center of population was about 23 miles east of Baltimore and during the decade from 1790 to 1800 it moved almost due west to a point about 18 miles west of that city. From 1800 to 1810 it moved westward and slightly southward to a point about 40 miles

few miles into Geauga county and you will find a radical change. Instead of ships, and derricks, and mountains of iron ore, and foreign languages, and still more foreign customs, you find herds of cattle variegating the landscape, and their noble fruitage of butter and cheese enriching the store-houses, while multitudes of people are busy in the maple groves transforming the life currents of the wounded giants into prophecies of delight for the coming winter. Alas for the boy who has not tasted the joys (and other products) of a sugar-camp! The annual out-put of Geauga cheese would almost reach across the county, and the maple syrup,—well, that conjures up visions of vast vistas of waving buckwheat.

Akron, Zanesville, Crooksville, and East Liverpool suggest earthen ware of all degrees of size and fineness, from the giant sewer-pipe to the most ornate and delicate vase and china cup. Then we can advance into the coal fields, and here as elsewhere, we find that each craft has a dialect peculiar to itself—which is an exponent of the mode of thought, and, therefore, life.

Again one need not be surprised that canning factories abound in such fertile districts as surround Chillicothe and Circleville, for these factories are but the agencies for dispensing the bounties of these fertile plains to less favored districts. Athens county and the sur-

rounding district supplies the market with peaches and small fruits that delight the eye and the palate of the connoisseur, and the fruit industry in this locality gives employment to many people, just as do the vineyards in the northern counties along the Lake. Moreover, fruit requires baskets, and, hence, the manufacture of baskets in these districts accompanies the growing of fruit, and he who becomes imbued with the spirit of these industries finds that he thinks and lives in an atmosphere emanating from physical conditions. The vocabulary of many people in Geneva differs greatly from the words that are in vogue in Middletown, the center of the tobacco district. The culture of tobacco, and the culture of grapes bear no resemblance to each other, and from the time the soil is prepared till the crop is sold in the market, each plant is an imperious ruler of thought and speech. They rule the customs and even the garb of their subjects.

In the counties of Greene and Clark, we find lime-kilns in great numbers, and here, again, we must seek the cause in physical conditions. Geology will explain these lime-kilns just as it will the gas wells in Fairfield county, but spend one evening with the men who work about these kilns, and the next with the gas men at Sugar Grove, and you will find your geology presented in very different phases. Amid the derricks that,

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O. T. R. C. DEPARTMENT.

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few miles into Geauga county and you will find a radical change. Instead of ships, and derricks, and mountains of iron ore, and foreign languages, and still more foreign customs, you find herds of cattle variegating the landscape, and their noble fruitage of butter and cheese enriching the store-houses, while multitudes of people are busy in the maple groves transforming the life currents of the wounded giants into prophecies of delight for the coming winter. Alas for the boy who has not tasted the joys (and other products) of a sugar-camp! The annual out-put of Geauga cheese would almost reach across the county, and the maple syrup,—well, that conjures up visions of vast vistas of waving buck-wheat.

Akron, Zanesville, Crooksville, and East Liverpool suggest earthen ware of all degrees of size and fineness, from the giant sewer-pipe to the most ornate and delicate vase and china cup. Then we can advance into the coal fields, and here as elsewhere, we find that each craft has a dialect peculiar to itself—which is an exponent of the mode of thought, and, therefore, life.

Again one need not be surprised that canning factories abound in such fertile districts as surround Chillicothe and Circleville, for these factories are but the agencies for dispensing the bounties of these fertile plains to less favored districts. Athens county and the sur-

rounding district supplies the market with peaches and small fruits that delight the eye and the palate of the connoisseur, and the fruit industry in this locality gives employment to many people, just as do the vineyards in the northern counties along the Lake. Moreover, fruit requires baskets, and, hence, the manufacture of baskets in these districts accompanies the growing of fruit, and he who becomes imbued with the spirit of these industries finds that he thinks and lives in an atmosphere emanating from physical conditions. The vocabulary of many people in Geneva differs greatly from the words that are in vogue in Middletown, the center of the tobacco district. The culture of tobacco, and the culture of grapes bear no resemblance to each other, and from the time the soil is prepared till the crop is sold in the market, each plant is an imperious ruler of thought and speech. They rule the customs and even the garb of their subjects.

In the counties of Greene and Clark, we find lime-kilns in great numbers, and here, again, we must seek the cause in physical conditions. Geology will explain these lime-kilns just as it will the gas wells in Fairfield county, but spend one evening with the men who work about these kilns, and the next with the gas men at Sugar Grove, and you will find your geology presented in very different phases. Amid the derricks that,

like giants, tower above us in the northwest, at Lima, Findlay and Bowling Green, we feel the influence of still another type of civilization, and must learn a new vocabulary if we would understand what is going on about us. Still further to the northwest we shall find artesian wells, and these afford us a basis for another very interesting

study of physical conditions. Such a study of our state as these illustrations exemplify could be carried on profitably in our schools, and would certainly have advantages over the mere bounding of counties, remote from our own, or asking what counties were named in honor of Presidents.

O. T. R. C. DEPARTMENT.

REPORT OF THE CORRESPONDING SECRETARY AND TREASURER FOR THE YEAR ENDING MAY 11, 1901.

RECEIPTS.

May 12, 1900.....	\$1,636 55
Paid by publishers for advertising.....	244 00
Fees for membership, 1900-'01.....	1,226 36
Belated fees from 1899-'00.....	29 75
Interest on certificate.....	40 00
Total	\$3,176 66
Outlay for 1900-'01.....	1,790 43
Balance on hand.....	\$1,386 23

EXPENDITURES.

Expenses of the Board at the May meeting, 1900.....	\$94 82
Stationery for the Board.....	17 60
Expressage	93 51
Postage	73 42
Clerk service	200 00
Salary of the State Secretary.....	500 00
Certificates, circulars and cards.....	92 50
Annual Bulletin, 25,000 copies.....	270 00
Lettering diplomas	76 30
Binding Annual Reports.....	1 50
Discounting checks	45
Teachers' diplomas	29 00
Official traveling expenses of Corresponding Secretary.....	141 33
Transferred to O. T. A.....	200 00
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closing of school that he asks to be excused from furnishing solutions to problems as usual. He has, however, kindly solved a number of problems for individual readers of the MONTHLY who have written him. He will prepare some special solutions for our next issue—The Souvenir Anniversary Number, and will continue his practical, helpful work the coming year.

It is gratifying indeed to note that Judge Guffey of the Court of Appeals of Kentucky, in a recent decision, holds that Boards of Education may expel incorrigible pupils from school and that they can not be mandamusd to readmit them. Some time since upon the recommendation of Supt. John Morris of Covington, Kentucky, well known in Ohio where he taught for many years, the Board of Education of that city expelled a girl from the school. Judge Tarvin of the lower court mandamusd the board to readmit her but this decision is reversed by the Court of Appeals. By this action not only is Supt. Morris completely vindicated but one more very important decision is added to the list of those upholding the authority of the school. It simply means that there can be no interference with the management of the schools outside of the legally constituted authority found in the Board of Education.

THE increase in salaries which comes with many of the reelections is encouraging and gratifying. We are glad to note that such increase is not confined to superintendents and teachers of the towns and cities but that township superintendents and country teachers are included. The condition of affairs indicated by the increase of salaries of Supt. Barnes of Bath Township, Greene county, and each of his teachers clearly shows that supervision of the township schools does not reduce the salaries of the teachers as some have predicted it would. Successful organization and supervision never have that tendency. They increase school interest and attendance and have an upward tendency both in the character of the work done and the salary paid for doing it. At the same time by means of the increased and more regular attendance and the longer period which pupils remain in school, they tend to decrease the per capita cost of education in the townships. The gradation of salaries upon a basis of successful experience is commendable. No doubt many townships in Ohio are applying business methods to the management of their schools. Such management is the only truly economical management.

WE trust that all our readers will carefully note the article on the "The Spelling Reform Question in the N. E. A." by Dr. E. E. White

which recently appeared in *The New York School Journal* and which we reprint in full in this issue. It is courteous, fair, accurate, and convincing in all its statements and will no doubt have great influence in shaping sentiment on this question which has been so much discussed in the past few years. The "Reformers" have certainly been treated with courtesy and consideration in this discussion and it is a source of great regret upon the part of both the friends and opponents of the "Reform" that Mr. Vaile, who has led in the discussion, has at times apparently lost his self-control and indulged in remarks of a personal character regarding those who could not agree with him. Dr. White has been the subject of such personal reference on the part of Mr. Vaile but a man of his reputation and character can well afford to follow the course which he has pursued and discuss, not Mr. Vaile's reference to him personally, but the question under consideration. Such a course is what Dr. White's friends have expected. It is characteristic of the man. He is at all times a gentleman and his carefully considered opinions clearly expressed in plain, vigorous English always command respectful attention and usually bring the conviction that his judgment is sound.

tion an address was delivered in which it was urged that conundrums be told the pupils while the recitation was in progress with the object of quickening the mind. It was claimed that humor brightens the intellect and that pleasant stories would do much to open the brain cells. All live teachers have always recognized the necessity of life in the recitation and the value of a good laugh at any time in the school room when the conditions and circumstances are such as to produce the genuine article but our observation as a pupil leads us to believe that the teacher who prepares his laughs to order does not ordinarily succeed very well, and we are not yet ready to endorse the formal teaching of conundrums as one of the required branches of the course of study. Perhaps some child study enthusiast will find in this short notice a suggestion of a new field of conquest. Conundrums ancient and modern might be collected and told to the children and the length of time till the laugh commences and its duration carefully noted and recorded in books specially prepared for the purpose. The intensity of the mental shock should also be carefully measured and no pains should be spared to determine with scientific accuracy whether the laughter produced is cachinnatory in character or of the kind unscientifically designated as a "giggle". The color of the hair and the size of the

At a recent session of the Cook County, Illinois, Teachers' Associ-

mouth of each pupil are factors which cannot well be ignored in the final determination of the problem and should therefore be carefully recorded. From the data resulting from carefully following the preceding directions and suggestions both conundrums and cachinnations can be carefully classified and "Conundrum" and "Cachinnation Charts," made showing "Conundrum" and "Cachinnation Curves" which will greatly aid the teachers of the common schools in the dry work of the class room. [The writer sincerely hopes that the unavoidable alliteration found in the preceding sentence will not interfere with the serious attention which the subject under consideration demands.] Such investigation might in time lead to a new division of study in some of the Normal Schools and Pedagogical Departments, in charge of a special "Professor of Conundrums," and leading to the degree of "D. F." meaning not what some of our readers who are wickedly inclined may at first conclude, but "Doctor of Fun." The question is open for discussion and is referred to some of the various Round Tables for consideration.

AN IMPORTANT ANNOUNCEMENT REGARDING THE NEXT ISSUE OF THE MONTHLY.

In all probability the great majority of the readers of the MONTHLY are not aware of the fact that it be-

gan its existence in January, 1852, and that it is, therefore, nearly fifty years of age and the oldest educational journal in the United States. Since there is no State Teachers' Association Proceedings to report this year, we have concluded to make the July issue a SOUVENIR FIFTIETH ANNIVERSARY NUMBER and arrangements have already been made for the publication of a number of special articles by persons who have been prominent in the educational work of the State during all or a large part of the last half century. We also expect to publish a number of cuts of those who have helped to make the educational history of Ohio and no pains or expense will be spared to make this number both entertaining and valuable. One of the original board of editors is still living and will contribute something for publication.

So far we have been able to locate five persons who wrote articles for the first issue in January, 1852 and we expect something interesting from each. They are A. M. Kellogg, Andrew Freese, M. S. Turrill, E. E. White, and Alfred Holbrook. Should any of our readers or their friends be able to put us in communication with any others who they think may have possibly contributed to the first number of the MONTHLY, we shall be under many obligations to them for the favor. Any suggestions from any one

which will aid us in making this **SOUVENIR NUMBER** more valuable to the teachers and the great cause which they represent will be most thankfully received and gratefully appreciated. A large supply of this **SOUVENIR NUMBER** will be printed so that not only our regular subscribers but many others in addition can be furnished with copies. We earnestly invite all our friends to aid us in this work and to call the attention of their friends to this special number.

The last year has in many respects been the best of the six years of our editorship and we are specially grateful for the kind words of encouragement which come to us nearly every day from teachers in country and town who say they have been helped in many ways by reading the **MONTHLY**. This appreciation so freely expressed makes us more anxious than ever to be more helpful to all and we have already planned larger and better things for the year to come which will be fully outlined in our next issue—the **SOUVENIR FIFTIETH ANNIVERSARY NUMBER**. Pass the word all along the line.

MEMBERSHIP FEES IN STATE ASSOCIATION.

In the January **MONTHLY** editorial reference was made to the action of the Executive Committee in deciding not to hold any meeting of the State Association the coming summer and special attention was

called to the instructions given the Secretary to communicate with the members of the Association soliciting the payment of their membership fee for the present year. The reason for such instructions was outlined in the editorial referred to from which we reprint the following:

In order to enable Commissioner Bonebrake to carry out the instructions of the last association relative to appointment of committees on preparation of Institute Syllabi, and to provide for the payment of necessary expenses connected therewith, the secretary of the executive committee was directed to communicate with the members of the association soliciting payment of the membership fee for the present year. With this action the editor is in most hearty accord, and we sincerely hope that a prompt response will be made to this request on the part of all who are interested in the welfare of the association, and the important work of preparing the Institute Syllabi which was begun several years since, and which is of so much practical help to the rank and file of the teachers of the State.

In accordance with these instructions, the Secretary, E. W. Wilkin-son, some time since sent out a circular letter to each person who was enrolled at the last meeting, and from a report just made by the Treasurer, C. L. Dickey, we learn that the following persons have paid their membership fee for the present year. The names were recorded by Mr. Dickey in the order in which the fees were received.

1. O. T. Corson, Columbus.
2. C. L. Dickey, Clintonville.
3. N. H. Chaney, Chillicothe.
4. F. S. Coultrap, Athens.
5. Alice Paddock, Cincinnati.
6. John E. Morris, Alliance.
7. J. L. Trisler, Hartwell.
8. G. K. Lyons, Toledo.
9. H. M. Parker, Elyria.
10. O. P. Voorhes, Cincinnati.
11. R. W. Mitchell, Defiance.
12. Frank R. Ellis, Cincinnati.
13. J. L. McDonald, Wellsville.
14. W. W. Chalmers, Toledo.
15. J. R. Fortney, Cincinnati.
16. E. W. Coy, Cincinnati.
17. W. H. Mitchell, New London.
18. J. W. Smith, Ottawa.
19. G. W. Oyler, Cincinnati.
20. Bertha Slack, New Knoxville.
21. I. N. Keyser, London.
22. L. H. Jones, Cleveland.
23. Mott H. Arnold, Malta.
24. C. L. Cronebaugh, Cambridge.
25. Margaret W. Suthereland, Columbus.
26. J. C. Oldt, Put-in-Bay.
27. F. E. Reynolds, Waverly.
28. R. J. Kiefer, Attica.
29. J. J. Burns, Defiance.
30. L. D. Bonebrake, Columbus.

We shall not conclude that only thirty persons are willing to pay their membership fee for the present year, but we certainly are a little surprised that there has not been a more general response to the request made by the Executive Committee through its Secretary. We trust that all who read this article and who have not already

sent in their fee, will attend to the matter at once.' We shall continue the Roll in the JULY MONTHLY. Send \$1.00 at once to the Treasurer, C. L. Dickey, Clintonville, and receive his receipt. Do not put it off and forget all about it, but SEND AT ONCE.

N. E. A. — DETROIT MEETING.

All indications point to a great meeting of the N. E. A. at Detroit, July 8 to 12, 1901. The Official Program-Bulletin issued by



CAPITOL SQUARE, DETROIT.

Secretary Shepard some time since contains the programs of the General Meetings and the different Departments in reasonably complete form, all of which promise interesting and profitable sessions. A copy of this Program-Bulletin will be sent to any address upon application to Secretary Irwin Shepard, Winona, Minn.

PROGRAMS.

The following programs of the General Meetings and of the National Council of Education will be of interest to all who think of attending. We regret that lack of space will not permit the publication of the complete program.

GENERAL SESSIONS.

TUESDAY AFTERNOON, JULY 9.

Addresses of Welcome —

His Excellency, Hon. A. T. BLISS, Governor of Michigan.

Hon. DELOS FALL, state superintendent of public instruction, Lansing, Mich.

Hon. W. C. MAYBURY, Mayor of Detroit.

President JAMES B. ANGELL, University of Michigan, Ann Arbor, Michigan.

Superintendent WALES C. MARTINDALE, city schools, Detroit.

Responses—

Hon. RICHARD HARCOURT, Minister of Education, Toronto, Ont.

Supt. R. G. BOONE, city schools, Cincinnati, Ohio.

NOTE — Active members will meet at their respective state headquarters, or at other places to be announced in the general program, at 5:30 p. m. Tuesday, July 9, to select nominees for the general Nominating Committee.

WEDNESDAY MORNING, JULY 10.

Elementary Education—

1. What is a Fad?—F. LOUIS SOLDAN, superintendent of city schools, St. Louis, Mo.

2. Is the Curriculum Overcrowded?—J. H. VAN SICKLE, superintendent of schools, Baltimore, Md.

3. How Early May Hand Work be Made a Part of School Work?—CHAS. R. RICHARDS, director of Manual Training Department, Teachers College, Columbia University, New York City.

Discussion, by WM. K. FOWLER, state superintendent of public instruction, Lincoln, Neb., and WM. M. DAVIDSON, superintendent of city schools, Topeka, Kans.

Appointment of Committee on Nominations.

THURSDAY MORNING, JULY 11.

Economics and Education—

1. Social Science and the Curriculum—Prof. GEO. E. VINCENT, University of Chicago, Ill.



CENTRAL HIGH SCHOOL, DETROIT.

2. Common Essentials in Economics—Prof. JOHN HUSTON FINLEY, Princeton University, N. J.

3. Economics in the Public Schools—GEORGE GUNTON, president, Institute of Social Economics, Union Square, New York City.

4. Ideals and Methods of Economic Teaching — Prof. FREDERICK W. SPEIRS, N. E. Manual Training School, Philadelphia, Pa.

Discussion, by REUBEN POST HALLECK, principal of Boys' High School, Louisville, Ky.

Annual meeting of active members for election of officers and the transaction of other business, at 12:00 m.

FRIDAY MORNING, JULY 12.

Higher Education—

1. The Functions of a University in a prosperous Democracy — CHAS. F. THWING, president Western Reserve University, Cleveland, O.

2. Federal and State Interest in Higher Education —

(a) ROBERT B. FULTON, president, University of Mississippi, University, Miss.

(b) Prof. CHAS. W. KENT, University of Virginia, Charlottesville, Va.

3. Recent Growth of Public High Schools in the U. S. as Affecting the Attendance of Colleges — Hon. WM. T. HARRIS, Commissioner of Education of the United States.

Discussion, by WM. H. SMILEY, principal of high school, District No. 1, Denver, Colo., and JAMES RUSSELL PARSONS, Jr., Secretary of the University of the state of New York, Albany, N. Y.

EVENING ADDRESSES.

President's Address—The Duty of the National Educational Association in Shaping Public Educational Opinion — JAMES M. GREEN, President of the National Educational Association, Trenton, N. J.

Progress in Education — Bishop JOHN LANCASTER SPAULDING, Peoria, Ill.

Some of Our Mistakes—Principal GEORGE M. GRANT, Queen's University, Kingston, Ont., Can.

Our National Flower—EDNA DEAN PROCTOR, South Framingham, Mass.

The School and the Library—FREDERICK M. CRUNDEN, librarian of the Public Library, St. Louis, Mo.

The Relation of Music to Life (with illustrative interpretations) THOMAS WHITNEY SURETTE, University of the State of New York, New York City.

Problems of Education in England —CLOUDESLEY S. H. BRERETON, Esq., Birmingham House, Melton Constable, Norfolk Co., England.

THE NATIONAL COUNCIL OF EDUCATION.

MONDAY, JULY 8.

9:30 A. M.

Isolation in the School; How it Hinders and How it Helps—WILLIAM T. HARRIS, Commissioner of Education of the United States.

2:30 P. M.

Educational Progress During the Past Year—ELMER E. BROWN, professor of theory and practice of education, University of California, Berkeley, Cal.

8:00 P. M.

1. Address in Memory of Prof. B. A. HINSDALE, LL. D.: by JAMES R. ANGELL, president, University of Michigan, Ann Arbor, Mich.

2. Addresses in Memory of Hon. HENRY BARNARD, LL. D.:

- (a) Henry Barnard as an Educational Critic—FRANCIS W. PARKER, president of Chicago Institute, Chicago, Ill.
- (b) The Establishment of the Office of United States Commissioner of Education and Henry Barnard's Relation to it, by WILLIAM T. HARRIS, Commissioner of Education of the United States.
- (c) Henry Barnard's Influence on the Establishment of Normal Schools in the United States, by E. ORAM LYTE, principal, First Pennsylvania Normal School, Millersville, Pa.
- (d) The Influence of Henry Barnard on Schools in the West, by N. C. DOUGHERTY, superintendent of schools, Peoria, Ill.
- (e) Henry Barnard's Home Life, and His Work and Influence upon Education as Commissioner of Connecticut and Rhode Island, by CHARLES H. KEYES, superintendent of schools, South District, Hartford, Conn.

TUESDAY, JULY 9.

9:30 A. M.

I. Lessons of the Educational Exhibits at Paris—

- (a) By MISS ANNA TOLMAN SMITH, Bureau of Education, Washington, D. C.
 - (b) By HOWARD J. ROGERS, director of education and social economy, United States Commission to the Paris Exposition, Albany, N. Y.
2. Report of the Committee on a National University, presented by the chairman, WILLIAM R. HARPER, president of the University of Chicago, Chicago, Ill.

THURSDAY, JULY 11.

2:30 P. M.

The Ideal School—G. STANLEY HALL, president of Clark University, Worcester, Mass.

FRIDAY, JULY 12.

2:30 P. M.

Report of the Committee on Investigations and Appropriations, by the chairman, JAMES M. GREENWOOD, superintendent of schools, Kansas City, Mo.

Business meeting.

RAILROAD RATES.

The railroad rates are, as usual, one first-class limited fare for the round trip, plus \$2.00 membership fee. The dates of sale in the territory of the Central Passenger Association, which includes Ohio, are July 6, 7, and 8. All tickets are limited to reach Detroit not later than July 9, and returning to leave Detroit not earlier than July 9, nor later than July 15, with provision *that tickets may be extended for return to any date not later than September 1, by depositing the same with the Joint Railway Agent in Detroit on or before July 12 and paying a deposit fee of fifty cents.*

SIDE TRIPS.

Special arrangements have been made for visiting the Pan-American Exposition, after the Convention, at the very low rate of \$4.00 for the round trip from Detroit by boat, and \$8.00 by rail. Tickets reading to Detroit via Toronto,

Hamilton, Buffalo or Niagara Falls are allowed a ten days' stop-over on the return trip to visit the Pan-American Exposition.



MOONLIGHT EXCURSION.

Teachers from the South and West are offered side trip tickets from Detroit to the East as low as \$15.00 to Montreal and return, and \$18.00 to Quebec and return, from which places visits may be made to New England points, if desired, at the usual summer tourist rates. Holders of these tickets will be granted stop-overs at all places en route and a *free* side trip from Hamilton or Toronto to Buffalo and return.

The beautiful vacation region about Mackinac may be reached for \$4.00 for the round trip from Detroit by boat, and for half fare by rail.

These side trips extend as far west and north as Duluth, Minneapolis, and St. Paul at a common rate to those points of \$15.00 for the round trip from Detroit by boat and rail via Mackinac. All N. E. A. tickets to Detroit, as well as all side trip tickets, will be extended for return until September 1.

OHIO HEADQUARTERS.

Ohio headquarters will be located in Parlor J., Hotel Cadillac, the headquarters for the National Executive Committee, the Board of Trustees, and the officers of the various departments. The rates at this hotel, one of the best in the United States, are as follows:

American plan—Rates per day for each person with two or (in a few large rooms) three persons in a room:

All rooms on court side of house, \$3.00; outside rooms, without bath, \$3.50; rooms with bath, \$3.50, \$4,



HOTEL CADILLAC, HEADQUARTERS OF THE N. E. A.

\$4.50 and \$5, according to size and location.

The managers of the headquarters hotel have filed with the Executive Committee a contract with room-diagram showing price and location of each room, and the number of persons that will be expected to occupy each room. These rates have been accepted by the Committee as reasonable and satisfactory for the accommodations furnished.

HOTEL RATES.

Hotel Cadillac — Given in preceding paragraph.

Russell House—American plan; two or more in a room, from \$3 to \$5 a day, each person.

Normandie — American plan; two or more in a room, from \$2 to \$3 a day each.

Ste. Claire — American plan; \$2.50 to \$3.50 each.

Library Park Hotel—European plan; 50 cents up.

Detroit Hotel—American plan; \$1 up.

Hotel Campus—American plan; \$1.50 to \$2.

Franklin House — American plan; \$1.50.

Oriental Hotel—European plan; \$1 to \$1.50.

The Metropole—European plan; exclusively for men, \$1 to \$1.50.

Wayne Hotel — American plan, \$2 to \$3.50; European plan, \$1 to \$2.

Griswold House — American plan, \$2 to \$3; European plan, \$1 to \$2.

In addition to the above a large number of family hotels and first-class boarding houses offer entertainment at reasonable rates. The Local Committee on Accommodations also expect to provide entertainment in the homes of the city of Detroit for from 12,000 to 15,000 guests at rates varying from \$1 to \$1.50 per day.

Applications for entertainment should be made early to O. G.

Frederick, Chairman Local Executive Committee, N. E. A., 50 Miami Ave., Detroit, Mich.

The Committees on Reception and on Accommodations have adopted excellent plans for receiving guests on the arrival of every train at each of the three Detroit terminal depots. It is the purpose to meet and escort to any desired locality every N. E. A. visitor arriving in Detroit between noon of July 6 and noon of July 9.

A BEAUTIFUL BOOKLET FREE.

A beautiful, illustrated booklet of fifty pages, setting forth the historic, scenic and other attractions of Detroit, and giving full information as to local arrangements, has been issued by the Local Executive Committee, and will be mailed to any address upon application.

All correspondence on local affairs should be addressed to Professor Oliver G. Frederick, Chairman Local Executive Committee N. E. A., 50 Miami Ave., Detroit, Mich.

OHIO COMMITTEE'S CIRCULAR.

Just as copy is being made up for the printer the Ohio Circular comes to us from Director N. H. Chaney. It contains much important information and an urgent appeal to Ohio teachers to attend. We quote the last few paragraphs:

On account of the location of this meeting at Detroit, no session of the Ohio Teachers' Association will be held this year at its home, Hotel Victory, Put-in-Bay, on

Lake Erie, where hundreds of Ohio teachers every year enjoy so much to gather.

Every one who has been going to our State meetings on the lake knows what delightful and profitable times we have had there, and will be glad to go to the N. E. A. at Detroit this year instead, and should endeavor to take others along. No one who goes will regret it.

Detroit is one of the finest cities of our country, and its location on the lakes makes it an especially delightful place for a few days of outing; and an attendance upon the meetings of the N. E. A. will add much to the pleasure and profit of such an outing.

There are several thousand teachers of Ohio who can go to Detroit, spend three or four days, and get back home at a necessary expense of from ten to fifteen dollars. With such conditions, no one can afford not to go.

Ohio always has sent a large delegation to the meetings of this Association, generally first in number next to the State holding the meeting. This year should be no exception; in fact, we should outnumber the roll-call of Michigan herself. We can do it. Let us do it.

It is desired that superintendents of the city and town schools place this matter before their teachers, and that boards of county school examiners call the attention of the teachers of the country schools to the desirability and the advisability of their going to this meeting. It is requested that you see that some notice of this meeting, and of the effort to secure a very large attendance from Ohio, is given to your teachers through the local newspapers.

All persons who desire copies of this circular or any information regarding the trip to Detroit should address one of the Ohio Committee, composed of the following persons:

N. H. Chaney, Chillicothe; J. W. MacKinnon, Bellefontaine; E. W. Wilkinson, Cincinnati; J. M. Mulford, Columbus, and J. V. McMillan, Canal Dover.

A TRIP TO POTRO RICO.—THE TOUR OF THE ISLAND.

Early on Monday morning, March 11, we started on our week's tour of the island. The first few hours we traveled on the French Railroad from San Juan to Camuy, passing through Bayamon, Arecibo, and other places of interest. This railroad is interesting in its history, construction and equipment. Its construction was begun in 1888 by a company which was guaranteed an 8 per cent dividend on not to exceed \$10,000,000 and was planned to be 283 miles in length, extending entirely around the island. Not over half that distance has been built but the probabilities are that it will soon be completed. It is equipped with fairly comfortable narrow-gauge cars, with seats running along the sides, and the speed of the train is about ten miles per hour.

At Camuy we took carriages for Aguadilla, where we were to take the train again for the city of Mayaguez, situated on the western end of the island. It is impossible to

describe the experiences of this journey of several hours' duration over roads which were in places anything but smooth and over which we traveled as rapidly as the ponies could run, up hill and down, their efforts being encouraged all the time by yells from the driver, who talked with very great fluency in a language which we could not understand, but which Dr. Drees, our interpreter, assured us was not as profane as it sounded. Several stops were made to change ponies, the most interesting one being at Quebradillas, where we breakfasted at noon, the usual hour for that meal in Porto Rico. For fear that some of our readers with vigorous appetites may permit their sympathies to overcome them at this point we may state that early in the morning before starting out on the trip we had been served with eggs, rolls, and coffee.

At Aguidilla we saw the monument which marks the spot where Columbus landed in 1493, and visited the large spring from which he is credited with having supplied his vessels with water. It is a pretty town, full of interest but we could not linger long for trains will not wait even in Porto Rico and in a short time we were once more on board traveling over the short stretch of railroad which connects Aguadilla and Mayaguez. A delightful ride it was along the shore of Mona Pass through a country filled with beautiful orange trees

and luxuriant tropical vegetation, and in a climate which is almost ideal. At each station teachers joined our party, a few from "The States" who were happy to meet with those who knew their language and customs—others native to the island who tried as best they could to make themselves agreeable and who, no doubt, looked forward with much curiosity, mingled with some anxiety, perhaps, to their first educational meeting.

Mayaguez is a city of probably 15,000 inhabitants, nicely located on a beautiful harbor and surrounded by a fertile country in which grow nearly all the tropical fruits in abundance. It has a narrow-gauge street railway whose cars are hauled by ponies. On each car, which will accommodate comfortably from twelve to sixteen people, are found a driver, a ticket seller, and a ticket collector. The fare is three cents ordinarily, but when large crowds came into the city about the time of the landing of the troops on the island, the fare was raised to five cents, the manager claiming the increase to be a necessity, notwithstanding the greatly increased traffic, because it cost so much more to collect the fares.

Five public meetings were held in the theater in Mayaguez, which was crowded with eager listeners. These meetings were similar in most respects to those held in San Juan, described in a preceding ar-

ticle, but one or two special features are of sufficient interest to warrant special mention. The following address of welcome to our party read at the opening session may be of interest as indicating something of the kindly feeling manifested by those in official position in the city. The copy was furnished to us by the writer, Alejandro Diaz Busquet, whose name appears last on the list of signers:

To the Honorable Drs. M. G. Brumbaugh, O. T. Corson, H. Houck, and C. W. Drees:

GENTLEMEN:—The undersigned in the name of the officials, teachers, school children, and public of Mayaguez, have the honor of giving you a cordial welcome to this city.

We do not doubt but that your visit will be both fruitful and beneficial, and that the cause of public instruction will receive a powerful impetus therefrom.

We desire to thank you most sincerely for this generous and practical expression of your interest in the people of Porto Rico.

Wishing that your brief stay in this city may prove interesting and agreeable, we have the honor to be, gentlemen,

Yours very respectfully,

Signed:

BLAS NADAL, *Alcalde*,

J. MARTINES GUAYO,

NICOLAS GIMENEZ,

ANA ROQUE DUPREY,

JOHN MELLOWES,

D. FRANCISCO B. BASORA,

FRANCISCO VINCENTY,

ALEJANDRO DIAZ BUSQUET.

At the evening meeting some of the older pupils took part and a

recitation by a girl of probably fifteen years of age brought out such loud and long continued applause that we were much interested in knowing the character of the sentiments to which she had given utterance and which had struck such a responsive chord in the hearts of the large audience. Through our interpreter we learned that the recitation was a poem written by one of the teachers in honor of the occasion and that the sentiment which had so stirred the audience was expressed in an appeal to Commissioner Brumbaugh and the School Authorities to give to them the best educational opportunities possible, coupled with the statement that we, the children of Porto Rico, ask not for bread to feed our hungry bodies but for knowledge to feed our minds. It was, indeed, an experience not soon to be forgotten and the fact that the girl who had recited the poem and who had so charmed the audience with her most graceful and effective manner, belonged to a very poor family, forsaken by a worthless father, added not a little to the excitement and interest of the occasion. As we sat in the midst of these stirring scenes, we realized as never before what it meant to have been reared in a land where education is free and where opportunities are almost limitless and we earnestly wished that some of the children and patrons of our Ohio schools could have witnessed this

exhibition of eagerness to know more and be more.

Exciting as this experience was, a still more exciting one awaited us. We refer to the scene which accompanied and followed the singing of "The Borinquen," which the Porto Ricans call their "National Song." We first heard it sung by a quartet of teachers at one of the day sessions and the wild, weird tones of this sad air will ever linger in our memory. "Borinquen" is the Indian name of the island and the sad fate of not only the native race but also many who have lived since their extinction, seems to be echoed in the song in which the name now lives. We have witnessed a few rather exciting scenes in political conventions and at one time were present on "Veterans' Day" at a Southern Chautauqua when the Blue and the Gray marched side by side to an auditorium filled with thousands of people who cheered to the echo the strains of "The Star Spangled Banner" and "Dixie," but for genuine enthusiasm and excitement which stirs the whole being we have never witnessed anything which exceeded the wild outbursts of applause which takes complete control of a Porto Rican audience whenever the first notes of their "National Song" are heard. No doubt this great enthusiasm may be accounted for in part by the fact that under Spanish rule the Porto Ricans were not permitted

to sing the song they love so well, for several years prior to American control, and now that they are free to sing it on any and all occasions it is not strange that their love for the sentiments it expresses should manifest itself in an enthusiasm which can not be controlled. We hope to be able to give to our readers in a future issue the words of this strange song.

There are many interesting things connected with our two days' stay in Mayaguez but we must omit any description of them and hasten on to an account of our next meeting several miles away at the quaint old town of San German, which we shall try to describe in our next article.

EDUCATIONAL NEWS.

—Having noticed in our May number the plan of the Teachers' Library Union, we note, with much interest as well as gratification, the rapid growth in our state of the movement, and the universal satisfaction attending its organization of the County Courses of Study.

This organization is *not* an experiment. The most unqualified encomiums of the Course and its work are pouring in from all sides. Wherever it has been established, its manifest adaptation to the ends of broadening the mind of teachers, of qualifying them to a much greater degree of efficiency for their work, is so apparent, that very conservative Educators are hastening

to give it their support and incidentally to enjoy its benefits.

As an educational means the plan of the County Course has no superior. The association of teachers attendant upon pursuing the Course; their closer connection with those of nearer counties and so throughout the state, through the Union; the broadened sympathies and enriched knowledge gained by extensive reading, and above all the satisfaction and enjoyment which come to the teacher from the consciousness of known duties performed and of keeping up with the times, are worthy objects of ambition; their attainment is a matter for congratulation.

We hope the merits of the plan will recommend it to all teachers as a means whereby the regret of neglected opportunities may be avoided and the value of the broadening influence of a college course of reading may be secured at little expense.

—The Southwestern Ohio Teachers' Association met at Hamilton, April 27. The day was perfect and the attendance large. The forenoon session was largely devoted to Round Table Talks on the two topics—(a) "Has Obedience Declined in American Schools and Homes? Why?" and (b) "What Real Literature is available for the Children of the First Three Grades?" The first topic was discussed by G. W. Burns, J. W.

Withers, Miss Grace A. Greene, E. B. Cox, and others, all of whom thought that obedience has not declined and that the reasonable but strict discipline of the public schools is one of the strongest factors in maintaining it. Excellent papers on the second topic were read by Misses Anna Ranson, Anna Cavanagh, Alice Comins, and Principal D. L. Runyan. This session closed with an address by Supt. J. E. McKean of Middletown on "Life as a School Study." At the afternoon session, Supt. H. C. Minnich of Hillsboro delighted and instructed the large audience with an excellent address full of humor and sense on "Some Missing Links." The program closed with a talk on "The Relation of the Superintendent to His Teachers" by the editor who greatly appreciated the kind reception accorded him by the friends in the section of the state which he is glad to claim as his former home. Excellent piano music was furnished by Miss Maude Harrell and Carl M. Gantvoort pleased every one with his splendid vocal solos each one of which was heartily encored. Prof. A. J. Gantvoort's presence was most welcome to all and the singing of the audience under his leadership proved that he is still a master. All who attended regretted the absence of Supt. S. L. Rose who was confined to his home by a severely sprained ankle. The next meeting will be held at Hamilton October 26, with

Principal J. W. Withers of the National Normal University, Lebanon for president.

—The program of the Belmont County Teachers' Association held at Barnesville, April 19 and 20, indicates a meeting of great interest and profit. Among the speakers were School Commissioner Bonebrake, Hon. A. T. McKelvey of St. Clairsville, Supts. C. L. Cronebaugh and W. R. Butcher of Cambridge and St. Clairsville, and Principal W. C. Bowers of Barnesville. Supt. S. H. Layton of Barnesville was elected President for the ensuing year.

—In the announcement of the Wittenberg Summer School of Methods and Reviews we are glad to note that Dr. J. C. Hartzler of Newark is one of the instructors.

—The last session of the Putnam County Teachers' Association for the year was held at Leipsic and was well attended. The addresses of Dr. C. W. Bennett and the papers by Miss Trumbo, Miss Mathias and Mr. Bohrer were especially fine. The following officers were elected for the coming year: President, Supt. J. W. Smith; Secretary, Miss Carrie Talley; Secretary O. T. R. C., Supt. P. D. Amstutz.

—The senior class of the Marion high school this year numbers forty-three. Out of a class of twenty which graduated last year, eleven are in college. The first year of

Supt. Powell's administration, the total enrollment of the schools was one thousand three hundred and fifty-four with eighty-seven in the high school. The present total enrollment is two thousand two hundred and eighty-five with two hundred and eighty-one in the high school.

—We are glad to learn that the good work so successfully begun by the late Prof. P. C. Palmer in the Fayette Normal School is to be carried forward by Prof. J. Fraise Richard, who has been connected with the school for some time. A Company of Educational Workers has been organized for this purpose under the title of The Modern Normal and Business College. We wish them success in their work.

—The Canal Dover high school course has been lengthened a year making a full four years' course.

—The fourth annual session of the Columbus Summer School will open at the East High School Building, June 17, and continue six weeks. The work will be carefully planned to meet the needs of those who attend. For full information address F. B. Pearson or J. D. Harlor, Columbus, O.

—W. B. Harris, superintendent of Sylvania Public Schools for the past ten years, has accepted a position as cashier of The Farmers' and Merchants' Bank Company,

and will retire from school work at the end of the school year.

—Millcreek Township, Union County, had no graduating class this year but had a very interesting and successful "Junior Commencement" in which each of the seven members of the Junior Class took part. Principal Odell Liggett, who has charge of the schools of the township, has just closed a very successful year.

—Supt. W. E. Wenner, of Fredericksburg, has issued a circular announcement of the High School containing the course of study and a strong appeal to pupils and patrons to interest themselves in the work of the school.

—"Wonderland 1901" is a beautifully designed and printed book of over 100 pages full of valuable information regarding the great Northwest which will be very helpful in the school room. It will be mailed to any teacher who will send six cents in stamps to Charles S. Fee, General Passenger and Ticket Agent, Northern Pacific Railway, St. Paul, Minn.

—The custom of providing first-class musical entertainments for evening sessions of the county institutes is certainly to be commended. The Apollo Quartet, of Columbus, can furnish such entertainment at reasonable rates and we earnestly commend them to the favorable consideration of institute committees. All correspondence

with them should be addressed to I. E. Brubacher, Columbus, O.

—All indications point to a large attendance at the Pan-American Exposition which has opened up in so promising a manner at Buffalo. Teachers will do well to attend if possible, as the benefits will be very large in proportion to the small outlay. All who are planning to make this trip should write at once to Principal F. B. Pearson, of the East High School, 125 Wilson Avenue, Columbus, O. He is arranging for several personally conducted parties and can help you to enjoy the Exposition and also save you money. We also call attention to the splendid service of the Big Four Railroad in reaching Buffalo. Five trains daily to the Exposition City, all first class, and stop-over privileges at Buffalo for all who are contemplating an eastern trip, are points worthy of special consideration. The District Passenger Agent of this popular route, C. Krotzenberger, will be glad to give full information regarding the low rates granted by his road. Address him at Columbus, O.

—The Ohio State Archaeological and Historical Society is now issuing annually a bound volume of material concerning the history, archaeology, and biography of the State of Ohio. It has published nine such volumes, averaging four hundred pages to the volume.

These volumes are of the utmost value and interest, containing articles, essays, and papers by leading authorities—most of which material was prepared solely for the Society, and which does not exist and cannot be obtained outside the publications of the Society. The demand for these publications has been so great that the Society has issued five editions of the first three volumes and four editions of volumes four, five, and six, and two editions of seven and eight. These books are in constant demand, not only by similar societies and by leading libraries throughout the United States, but by the governments and great society libraries of the old world. These volumes bound in cloth can be secured at \$2 each, postage prepaid. Address E. O. Randall, Secretary, Columbus, O.

—The report of Supt. G. R. Anderson, of Edgerton, on the decrease of the number of cases of tardiness within the past six years is worthy of notice and shows what can be accomplished by persistent effort. For the year 1895-96 there were four hundred and three cases of tardiness in the high school, three hundred and eighty in the grades below the high school, making a total of seven hundred and eighty-three. For the year just closing there was one case in the high school and fifteen in the grades below the high school, making sixteen in all.

—Miss Belle M. Brobeck, of Circleville, has received a very flattering call to the position of first assistant to one of her former teachers who is now principal of a Young Ladies' Preparatory School in San Francisco. Her many friends in Ohio hope she will not accept.

—It again becomes our sad duty to chronicle the death of a prominent teacher in the person of Hon. E. N. Hartshorn, of Alliance. He was born in 1835 and entered Mt. Union Seminary, in charge of his brother, at an early age. He graduated soon after the Seminary had been chartered as a College and afterward took his degree of Master of Arts from the same institution. He also took a course in Duff's Commercial College, Pittsburgh, from which institution he received a diploma. Since the opening of the Commercial Department of Mt. Union College in 1868, he has had charge of the work, his title being "Professor of International and Commercial Law, and Superintendent of the Commercial Department." For nearly thirty years he was also Treasurer of the College. He served two terms as State Senator and from 1889 to 1893 he was second deputy comptroller of the United States Treasury. In all his work, both private and public, he was true to his trust, and his influence will still live in the work of hundreds of students who came under his instruction.

—The last meeting of the Huron County Teachers' Association was held at Olena, May 18. At the forenoon session J. A. Earl discussed "The New Education" and Supt. W. H. Mitchell addressed the audience on "What Is It to Educate?" The afternoon session opened with a talk on "Geography" by Supt. E. H. Webb, which was followed by a general discussion of a number of practical topics.

—The N. E. A. meeting at Detroit, July 8-12, bids fair to be one of the most interesting and instructive ever held by the Association, and it is hoped that every teacher will make a strong effort to attend.

The route to Detroit via Sandusky is one of the prettiest and most attractive, and a large number of teachers are arranging to go that way. By leaving Columbus at 11:45 a. m. via the C., S. & H. R. R. you get a delightful ride through a beautiful stretch of level country, dotted here and there by cool, shady groves and by broad fields affording a never ending interest in the trip. Arriving at Sandusky at 3 p. m., you go immediately to the steamer Frank E. Kirby, "the flyer of the Great Lakes," which leaves Sandusky at 3:30 p. m., arriving at Detroit at 9 p. m. The ride from Sandusky to Detroit via this splendid steamer is indeed a pleasant one, and will long be remembered by those who take advantage of this most enjoyable route.

The Kirby touches at Kelly's island and Put-in-Bay and as you leave the island behind and enter the broad expanse of Lake Erie, you sit down to an elegant supper, which is served on the steamer at low rates. The "Short Line" in connection with the steamer Kirby will make exceptionally low rates to Detroit for this occasion, and the prospects are for a large crowd via this route.

—We are glad to learn that Cross and Robinson, formerly of Plain City schools, but now the special representatives of G. & C. Merriam, the publishers of Webster's Dictionaries, have had Franklin and Hamilton counties added to their territory. Webster is still a favorite in Ohio and we predict a large increase in the use of the dictionary as the result of the work of the firm above named.

—Although the three-year term to which Supt. L. B. Demorest, of Marysville, was re-elected, has not yet expired, the board at a recent meeting voluntarily and unanimously voted an increase of \$200 in his salary.

ELECTIONS AND REELECTIONS REPORTED TO THE MONTHLY.

Supt. E. F. Warner of Bellevue, after fifteen years of most efficient and acceptable service, unanimously reelected for two more years.

Supt. E. M. Craig of Sabina, re-elected for two years and salary

increased \$105 for the first year and \$180 for second year.

Principal Will C. Merritt of Madison Township, Franklin County, high school, unanimously reelected for another year.

Supt. C. L. Boyer of Circleville, unanimously reelected for another year.

Supt. J. J. Bliss of Bucyrus, after six years of very successful work, reelected for another term of three years.

Supt. F. M. Townsend of Newark, reelected for two years.

Supt. T. W. Shimp of Upper Sandusky, after three years of service, unanimously reelected for two years.

Supt. M. A. Brown of New Madison, reelected for his tenth year. The full corps of teachers also reelected for another year.

Supt. W. S. Ray of Harrison Township, Darke County, reelected for another year.

Supt. A. F. Waters of Georgetown and his corps of teachers, reelected for another year.

Supt. W. F. Gephart, after two years of very successful work in Muhlenberg Township, Pickaway County, elected to the superintendency at Williamsport.

Supt. I. N. Keyser of London, elected to the superintendency at Urbana.

Supt. W. G. Wolfe of Quaker City after six years of service as

high school principal and two as superintendent, reelected for another year.

J. I. Hudson of Portsmouth, who has served as superintendent since the retirement of Dr. Vickers on April 10, has been unanimously elected for the ensuing year.

Supt. R. W. Solomon of West Mansfield, reelected for two years and annual salary increased \$200.

Supt. D. H. Barnes of Bath Township, Greene County, unanimously reelected and salary increased \$15.00 per month, making it \$90.00 per month. Salaries of teachers increased \$5.00 per month making them \$40.00, \$45.00, and \$50.00 per month for teachers of one, two, and three or more years of experience.

Supt. H. T. Silverthorn of Mt. Sterling, unanimously reelected for three years and salary increased.

Principal John M. Sarver of the Canton High School, elected to the superintendency of the city schools for two years at an annual salary of \$2,500.00.

Supt. R. G. Boone of Cincinnati, unanimously reelected for two years.

Supt. J. A. Shawan of Columbus, unanimously reelected for two years.

Supt. J. W. Zeller of Findlay, unanimously reelected for two years and salary increased to \$2,000.00.

Supt. Charles Haupt of Wooster, reelected for three years.

Supt. R. A. Leisy of Georgetown, Colorado, formerly of Marshallville, O., reelected for another year and salary increased two hundred dollars.

Supt. R. E. Rayman of East Liverpool, reelected for two years, at an annual salary of \$2,250.00—an increase of \$250.00 per year.

Supt. W. R. Comings of Elyria, appointed some time since to devote a part of his time to the schools for the remainder of the year, elected for the coming year at a salary of \$2,000.00

Supt. E. P. Durrant of Thornville, reelected for his fourth year.

Supt. A. J. Nowlan of McComb, reelected for another year and salary increased \$15.00 per month.

Supt. W. S. Lynch of Shelby, unanimously reelected for three years.

C. J. Biery of Oak Harbor, elected to the superintendency at Wauseon.

Supt. W. H. Cole of Huntington, W. Va., unanimously reelected.

Supt. H. H. Helter of Wapakoneta, reelected for three years.

Supt. Frank Linton of Salineville, reelected for his third year.

Supt. Charles J. Britton of Gallopis, reelected for two years and salary increased to \$1,600.00.

Supt. D. N. Cross of Plain City, unanimously reelected for his

eighth year, has resigned to travel for G. & C. Merriam Co.; Supt. D. J. Schurr of South Solon, succeeds him.

Supt. W. T. Heilman of Canal Winchester, unanimously reelected for two years at an increase in salary.

Supt. H. E. Axline of Hilliard, reelected for his seventh year, has resigned to accept the superintendency at Brooklyn, Ohio.

C. S. Bunger of Eldorado, elected to the superintendency of Harrison Township, Preble County.

Supt. E. P. West of Dayton, Kentucky, unanimously reelected and salary increased \$200.00.

W. McK. Vance unanimously elected to the superintendency at Miamisburg, at a salary of \$1,800.

Supt. W. A. Hiscox of Grafton, unanimously reelected for his fourth year at an increased salary.

Supt. S. H. Maharry of Millersburg, reelected for two more years and salary increased to \$1,100.

Supt. Ed. A. Evans of Pataskala, reelected for his seventh year.

Supt. J. W. Jones of Cadiz, unanimously reelected for another year.

Supt. Arthur Powell, of Marion, elected to the superintendency at Steubenville for a term of two years at an annual salary of \$2,000.

Supt. H. C. Koehler, of Louisville, reelected for his sixth year.

Supt. Thomas P. Pierce, of Harrison, reelected for another year.

Supt William McClain, of Sunbury, elected to the superintendency at London.

Principal J. F. Smith, of the Findlay High School, reelected for another year.

COMMENCEMENTS REPORTED TO THE MONTHLY.

Sabina, six graduates; Union City, ten; Muhlenberg Township, Pickaway County, five; South Solon, seven; Wilmot, ten; New Lexington, seven; Plain City, four; Canal Dover, two; Attica, six; Middleberg, three; West Mansfield, eight; Cincinnati Normal School, fifty-three; Monclova (Township High School), eleven; Tontogany, five; Hanover, four; La Grange, ten; Georgetown, six; McComb, twelve; Fredericktown, four; Frankfort, two; De Graff, twenty-five; Kenton, twenty-seven; Findlay, forty-one; Shelby, twelve; Camden, four; Thornville, ten; Gallipolis, nineteen; Upper Sandusky, thirteen; Cadiz, thirteen; Columbus Grove, eight; Barnesville, eighteen; Millersburg, eighteen; Somerset, eleven; Mt. Sterling, five; Toronto, thirteen; Edgerton, five; Loudonville, fourteen; Bellevue, twelve; East Liverpool, twenty-eight; Martin's Ferry, eighteen; Kingsville, five; Mt. Gilead, seven; Wapakoneta, seventeen; Eaton, twenty; Hanover, four; Washington C. H., twenty-four; New London, six.

DIRECTORY OF IMPORTANT EDUCATIONAL MEETINGS.

[We desire to give, each month, reliable information regarding the time and place of important educational meetings, and shall greatly appreciate the assistance of our readers and friends in securing such information. Notices relating to such meetings should reach us not later than the twentieth of the month preceding the month in which the meeting is to be held.]

NATIONAL EDUCATIONAL ASSOCIATION.

President — J. M. Green, Trenton, N. J.
Secretary — Irwin Shepard, Winona, Minn.

Place — Detroit.
Time — July 9-12, 1901.

OHIO STATE TEACHERS' ASSOCIATION.

President — E. W. Coy, Cincinnati.
Secretary — H. H. Helter, Wapakoneta.
Place — Put-in-Bay.
Time — June, 1902.

No meeting of this Association will be held in 1901 on account of N. E. A. at Detroit.

CENTRAL OHIO TEACHERS' ASSOCIATION.

President — Horace A. Stokes, Delaware.
Secretary — Eudora C. Baldwin, Urbana.

Place — Cincinnati.
Time — November 8 and 9, 1901.

NORTHEASTERN OHIO TEACHERS' ASSOCIATION.

President — F. J. Roller, Niles.
Secretary — F. P. Shumaker, Chagrin Falls.

Place — To be named by Ex. Com.
Time — To be named by Ex. Com.

EASTERN OHIO TEACHERS' ASSOCIATION.

President — H. V. Merrick, Lancaster.
Secretary — Kate Simmons, Cadiz.
Place — Zanesville.

Time — November 29 and 30, 1901.

SOUTHEASTERN OHIO TEACHERS' ASSOCIATION.

President — B. O. Higley, Athens.
Secretary — Charles W. Cookson, Somerset.

Place — Jackson.
Time — October 25 and 26, 1901.

SOUTHWESTERN OHIO TEACHERS' ASSOCIATION.

President — J. W. Withers, Lebanon.
 Secretary — C. C. Donley, Middletown.
 Place — Hamilton.
 Time — October 26.

NORTHWESTERN OHIO TEACHERS' ASSOCIATION.

President — E. D. Lyon, Mansfield.
 Secretary —
 Place — Toledo.
 Time — November 29 and 30, 1901.

WESTERN OHIO ROUND TABLE.

President — F. Gillum Cromer, Franklin.
 Secretary — J. W. Swartz, Tippecanoe City.
 Place — Dayton.
 Time —

NORTHWESTERN OHIO ROUND TABLE.

President — C. C. Miller, Lima.
 Secretary — Ethel Reed, Bowling Green.
 Place — Van Wert.
 Time — April 4 and 5, 1902.

OHIO VALLEY ROUND TABLE.

President — W. H. Maurer, Steubenville.
 Secretary — W. H. Maurer, Steubenville.
 Place — Steubenville.
 Time — November 1 and 2.

STATE ASSOCIATION OF SCHOOL EXAMINERS.

President — Horace A. Stokes, Delaware.
 Secretary — C. L. Martzloff, New Lexington.
 Place — Columbus.
 Time — Christmas week.

STATE ASSOCIATION OF TOWNSHIP SUPERINTENDENTS.

President — A. B. Graham, Springfield.
 Secretary — D. H. Barnes, Osborn.
 Place — Columbus.
 Time — Christmas week.

STATE ASSOCIATION OF SCHOOL BOARD MEMBERS.

President — H. S. Prophet, Lima.
 Secretary — J. H. Williams, Columbus.
 Place — Columbus.
 Time — To be determined by executive committee.

BOOKS AND MAGAZINES.

Allyn & Bacon, Chicago, Ill.

"Marmion." By Sir Walter Scott, With introduction, notes, map, and glossary by Mary E. Adams, Central High School, Cleveland, Ohio. One of "The Academy Series of English Classics." Introductory price, 40 cents.

"A German Method for Beginners." By Frank J. Lange. The book combines reading and grammar and is divided into four parts: reading matter, exercises for translation into German, inflectional forms and rules of syntax, and vocabulary. Introductory price, \$1.

"Elements of Algebra," by James M. Taylor, A. M., LL. D., professor of mathematics, Colgate University; 8vo, half leather, 461 pages. Price \$1.12.

Professor Taylor aims in this book at simplicity in method of presentation and at a natural and logical sequence in the series of steps which lead the student from his arithmetical experiences through his algebra, and in this, I think, he has succeeded admirably. Special attention is given to factoring, as it is the fundamental principle in the solution of quadratic and higher equations. The student, who received his preparatory mathematical training in a book of this character, will have nothing to unlearn as he advances in his mathematical course.—The American Mathematical Monthly, December, 1900.

"An Elementary English Composition," by Professors Fred Newton Scott, of the University of Michigan, and Joseph Villiers Denney, of the Ohio State University, price 80 cents, is somewhat unique in plan, a threefold purpose being evident throughout the work; to present familiar ideas in such novel form as to pique curiosity, to stimulate thought, and to develop individuality; to keep in view the social aspects of school composition work, by regarding the school as the public to which the composition may be supposed to be addressed; and to show the intimate connection of oral with written composition. As an aid to the stimulation of definite thought, several suggestive pictures are given. The authors have been remarkably successful in carrying out their plan, and have given their book the force of a strong and vital personality. They have put into it just what every progressive teacher would like to give to a class, but which few are able to give.—*Modern Language Notes* for December.

American Book Co., Cincinnati, Ohio.

"How to Teach Reading and Composition." By J. J. Burns. This excellent volume of 160 pages, on a practical subject and written by a practical man, will prove very helpful to teachers in their work of training pupils to read and to write

the English language. Part I is devoted to a very interesting and suggestive discussion of "The Teaching of English in Elementary Schools" in which "Present Methods and Their Results" are carefully outlined and some plans for the "Improvement of the Instruction" are proposed. This is followed by "A Little Lesson in Style" and a chapter each on "Rhythm," "Literature for the Memory and the Heart," and "Composition." Part II contains a large number of very carefully "Selected Lessons for Study" each one of which is followed by a list of suggestive notes, comments, and questions by the author. This book, which is offered at the very reasonable price of 50 cents, will no doubt be studied and greatly appreciated by a large number of teachers and their pupils who know of the rare literary ability of Dr. Burns.

"A Text-Book of Psychology." By Daniel Putnam, LL.D., Professor of Psychology and Pedagogy in the Michigan State Normal College. Cloth, 12mo, 300 pages. Price \$1. Well adapted for general reader or the student. The language is simple and direct and the exposition of principles clear and concise.

"The Story of Little Nell." By Charles Dickens. Edited with an introduction by Jane Gordon. Cloth, 12mo, 357 pages. Price 50 cents. The latest addition to the se-

ries of Eclectic School Readings so well and favorably known to teachers. Pupils should read this story, which can not fail to be an influence for good.

C. C. Birchard & Co., Boston, Mass.

"Constructive Form Work." By William N. Hailmann, A. M., Ph. D. Designed as an introduction to Geometry for Grammar Grades.

Ginn & Co., Chicago, Ill.

"First Studies in Plant Life." By George Francis Atkinson, Ph. B., Professor of Botany in Cornell University. This volume admirably carries out its purpose of bringing the life processes of the plant within the reach of the child. Mailing price, 70 cents.

"The Working Principles of Rhetoric." By John Franklin Gunning, Professor of Rhetoric in Amherst College. The book is contemplated by the author as part of a rhetorical apparatus, the laboratory manual on which other lines of work are founded. Mailing price, \$1.55.

"Irving's Sketch Book." Complete edition. Edited with Introduction and Notes by Mary E. Litchfield. Mailing price, 70 cents.

"The Leading Facts of English History." By D. H. Montgomery. Revised edition of a book widely known and used. Mailing price, \$1.25.

D. C. Heath & Co., Chicago, Ill.

"Leberecht Hühnchen." By Heinrich Seidel with notes and vocabulary by Arnold Werner-Spanhoofd, Director of German Instruction in the High Schools of Washington, D. C. One of the volumes of "Heath's Modern Language Series." Price 30 cents.

"Reading—A Manual for Teachers." By Mary E. Laing, formerly of the Oswego Normal and Training School. The book discusses the reading problem in an intelligent and helpful manner and brings to the attention of the reader and student some of the most valuable contributions of later educational thought to the teaching of reading. Price 75 cents.

"Heath's Home and School Classics. Issued at monthly intervals. Fourteen volumes now out. Price, in paper, 10 cents; in cloth, 20 cents.

Houghton, Mifflin & Co., Boston, Mass.

"Everyday Birds." By Bradford Torrey. A beautiful volume full of valuable and interesting information. Contains twelve fine illustrations in colors after Audubon, and two from photographs.

"Titian"—A collection of fifteen Pictures and a Portrait of the Painter with Introduction and Interpretation by Estelle M. Hurl. A recent addition to "The Riverside Art Series.

"Ulysses S. Grant, Lewis and Clark, and John Marshall." The three latest editions—Number 7, 8, and 9—of The Riverside Biographical Series.

Longmans, Green & Co., New York City.

"Chatty Readings in Elementary Science." Books I and II, 36 cts., each. Book III, 45 cents.

That monthly mirror of the world's news, the "Review of Reviews," covers in its May issue a great variety of current and political and industrial topics, including the recent municipal elections, the Cuban and Philippine situations, the relations of labor to the new steel trust, the threatened war between Russia and Japan, and England's enormous war taxation.

In addition to the concise record of "Facts" presented in "Current History's" monthly digest of the leading events, movements, and questions of the day, this useful magazine now puts its readers in full touch with the co-ordinate field of "Opinion" and "Discussion." In the May number is begun the publication of a monthly "Index to Periodical Literature," in which the reader who desires fuller discussion or information on any topic he may be reading or studying, can in a moment find exactly where to turn for the additional data sought.

The "Century" for June is a College Number, the opening paper, by Miss Alice Fallows, being an exposition of the delights and difficulties of "Working One's Way Through College," and the two closing "body" articles being devoted to a consideration of "Alleged Luxury Among College Students," by President Hadley of Yale and Provost Harrison of the University of Pennsylvania.

It is a touching tale, as well as an amusing one, that Josephine Daskam tells in the opening pages of "St. Nicholas" for June. "The Prodigal Imp" is a boy who runs away from home because he has nothing more exciting than kittens to keep; and the frontispiece, picturing his return, will strike a responsive chord in every mother's heart, as well as in many children's.

Charles J. Bullock opens the June "Atlantic" with a trenchant article on the question of the day—Trusts and Public Policy; H. W. Horwill demonstrates the salient Opportunity of Small Colleges, and in addition to these will be found many other articles of interest.

The June "Forum" is largely occupied with the discussion of national and international affairs. The leading article, by Prof. Paul S. Reinsch, deals with the large question of "Governing the Orient on Western Principles," and con-

siders especially the lessons of British experience in India. Mr. Albert G. Robinson supplies an account of "The Work of the Cuban Convention," and suggests an explanation of the misunderstandings that have arisen between Cuba and this country. Mr Harold Martin, a correspondent of the Associated Press, vigorously protests against the methods of "The Manila Censorship."

Very interesting are the pictures showing Mr. Booker T. Washington among his live-stock and in the woods at Tuskegee, which were photographed on the spot by Mr. Clifton Johnson, and illustrate an article in the June Magazine Number of the "Outlook" by Mr Washington, called "Chickens, Pigs and People." In this article Mr. Washington tells about his pigs and rabbits and horses and garden work at Tuskegee, interspersing his talk with some of his wise comments on the need and refreshment of out-of-door work for men.

Some of the marvelous changes wrought by time in the appearance of four of the earliest settlements on our Atlantic coast are strikingly illustrated in a series of views which will shortly appear in "The Ladies' Home Journal." The places are St. Augustine, Jamestown, Plymouth, and New York. The forlorn indications of Jamestown's decay and

death as a settlement offer a most interesting contrast to the varied evidences of the gradual development of St. Augustine and Plymouth, and of the gigantic growth of modern New York.

Among the topics editorially treated in the June "Review of Reviews" are "Parties in the South," "The President and His Journey," "The Cubans at Washington," "The New State of Mind at Havana," "Notes on Industrial War and Peace," "The New English Taxes," "Lord Salisbury and Ireland," "The New British Army Bill," "China and the Indemnity," "Improvement in Philippine Conditions," "Hawaii's Political Deadlock," and "The Exposition Season." This number has two important articles on the Buffalo Fair—"The Pan-American on Dedication Day," by William H. Hotchkiss, and "Artistic effects of the Pan-American Exposition," by Ernest Knauff. Both articles are illustrated from the most recent photographs, and in connection with Mr. Knauff's article, especially, the wonderful electrical effects at night are reproduced by the photographer, Mr. C. D. Arnold, with striking accuracy. Ten of these remarkable night views, taken especially for the "Review" by Mr. Arnold, accompany Mr. Knauff's text.

THE NEW MCGUFFEY READERS

In the year 1836 the first reader bearing the name of William H. McGuffey was published at Cincinnati. The success of the series was so great that a thorough revision came out about the year 1847, known as McGuffey's New Eclectic Readers. These became the standard readers throughout the South and West. In 1878 a third series was issued under the name of McGuffey's Revised Readers. The sales of this series were larger than those of any other series ever issued in America,—larger, indeed, than the combined sales of any two others.

It will thus be seen that three series of readers, differing widely in material, in method, and in mechanical form, have served to instruct three generations of people. Grandfather, father, and son, have each in turn learned to read from a book bearing the name McGuffey, and the influence of the name extends fifty years beyond the life of the author.

There must be good and valid reasons for this continuance of one series of books long after

THE NEW MCGUFFEY READERS

its rivals have dropped from view. In this interval of time the publishers have repeatedly changed. Death claimed the original author and the original publisher many years ago. The succeeding publishers after several changes of partners and names sold the books to the American Book Company. Still the McGuffey Readers remained the people's favorite. This favor therefore is not a personal favor, and the strength of the books does not rise from the energy of their publishers, from advertising, or from the activity of agents. The books are favored because of inherent qualities of their own. These qualities have been clearly recognized and are well known. The value of the McGuffey Readers as educational tools depends upon :

1. Their sound pedagogy.
2. Their good literature.
3. Their pure morality.

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A new series of McGuffey Readers is now issued, having the same educational aim and offered at even lower prices than the other

THE NEW MCGUFFEY READERS

series. The New McGuffey Readers have had the same editorial control in their preparation that was exercised in the revision of 1878, and the publishers feel confident that the new books will receive the same cordial reception that was given the former edition.

Teachers who like the McGuffey ideal of a perfect reader,—those who wish easy gradation, pure morality, the highest examples of literature adapted not only to thought culture but to voice culture—will gladly welcome books on this plan that contain new material. On the other hand, teachers whose lives have been partly formed in the mold set by the older McGuffey, will be glad to find their old favorite selections preserved in this latest plan. The plan has been to reject the old wherever improvement could be made; but to retain classic selections where change would injure.

The New McGuffey Readers are mechanically the best possible product of the artist, the engraver, the composer, the printer, and the binder. No expense and no effort has been spared to make the books worthy of issue in this newly begun century, and worthy of use by another generation of pupils.

As in the previous edition, the new ideas contained in these books are due not to the authors, but to the teachers using the McGuffey

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Readers, who, by their suggestions and criticisms, have laid the foundation of these books. It is impossible to name here even the most notable of those who have thus aided this enterprise. Thanks are publicly returned to them in behalf of those who will be benefited by their labors through the use of these new readers.

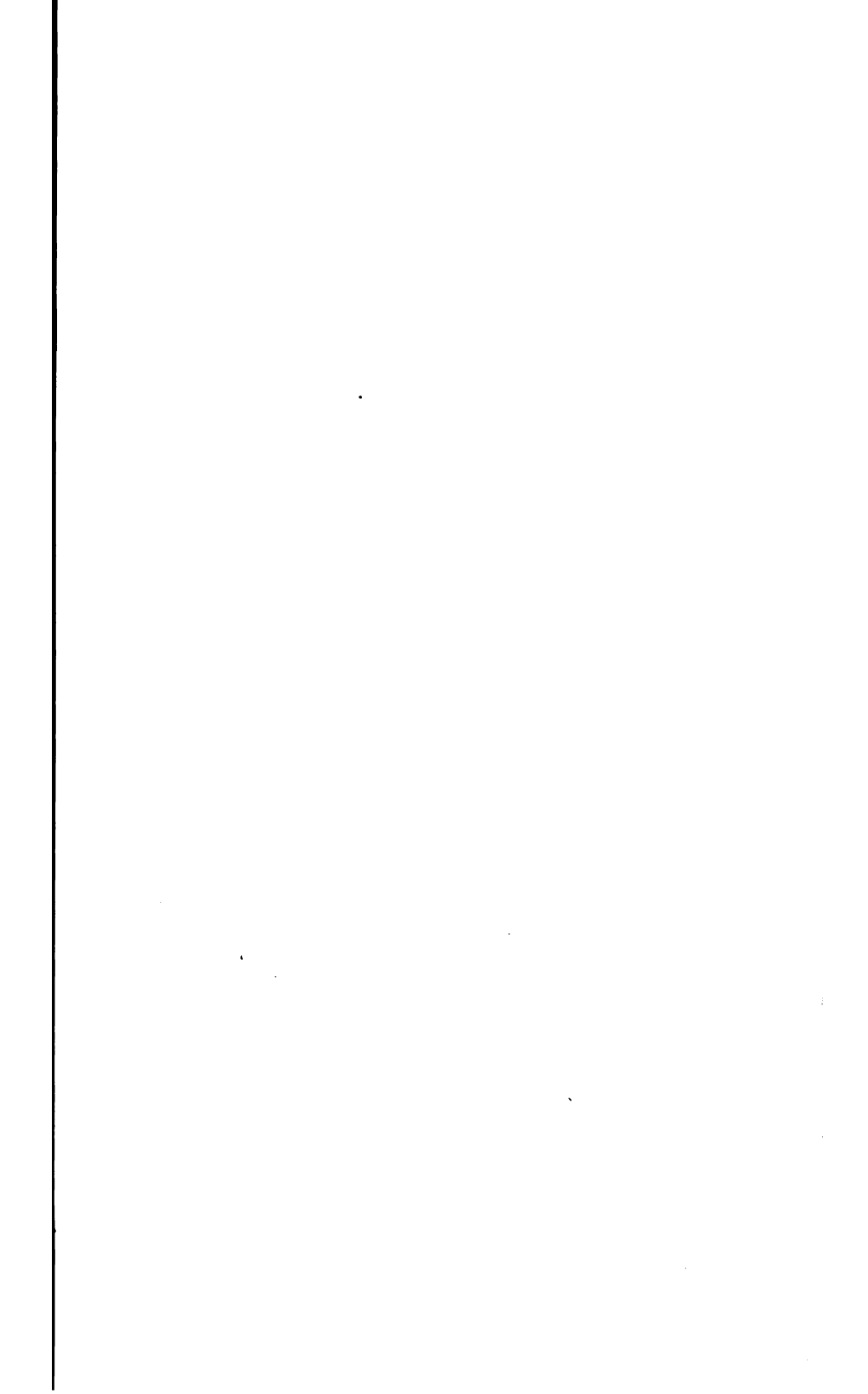
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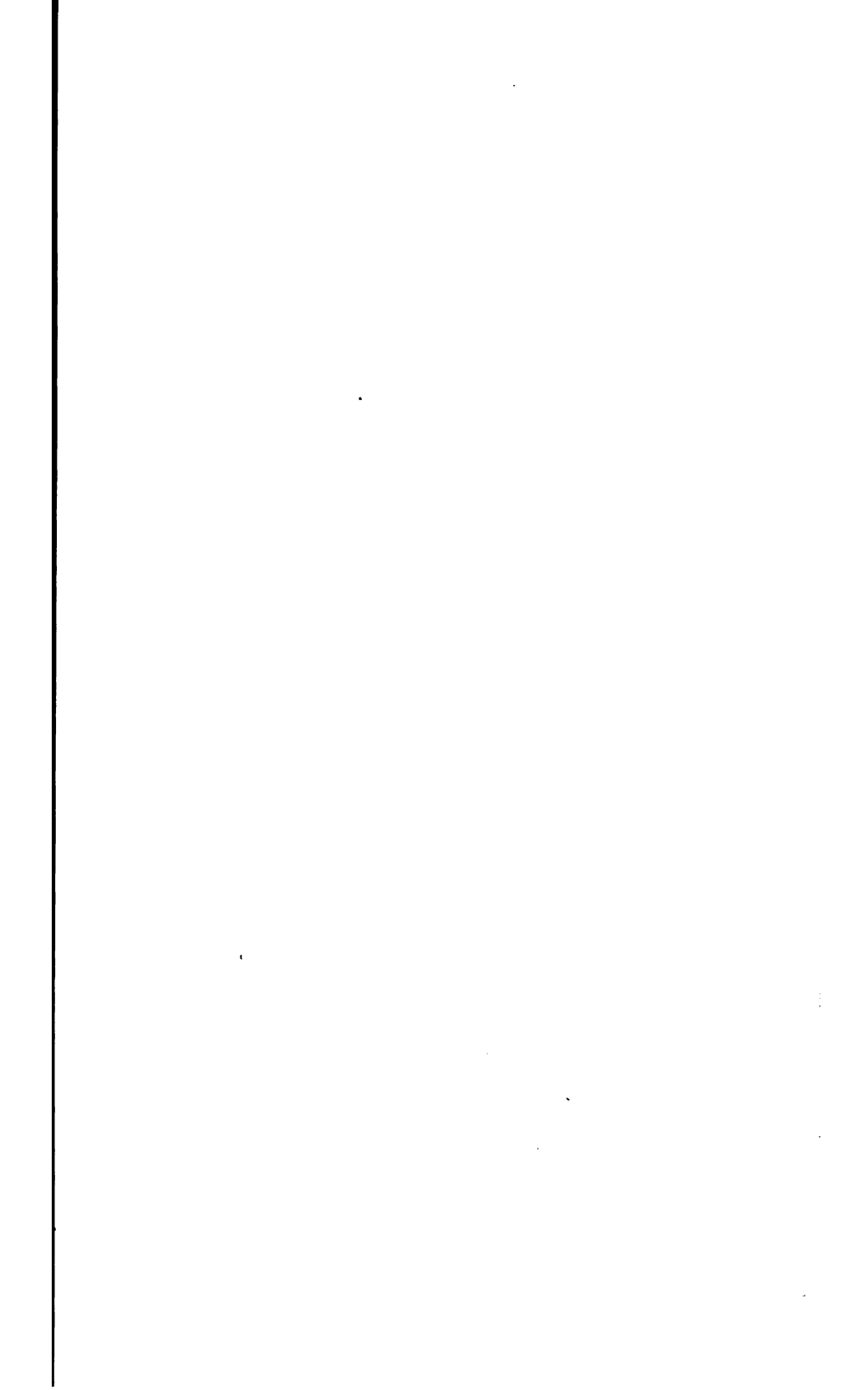
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THE OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION.

VOL. L.

JULY, 1901.

No. 7.

WHY MANY WOMEN SHOULD STUDY LAW.

BY W. T. HARRIS, UNITED STATES COMMISSIONER OF EDUCATION.

There has been in recent years a large increase in the number of American students who seek higher education. In 1872 there were 540 men in each million of population attending colleges and universities; this number had risen to 947 in 1899. In 1872 there were only 50 women in each million attending colleges and universities, but in 1899 there were 323. Thus in 27 years the number of college men in the million has increased 75 per cent. But the number of college women in the million has increased nearly 600 per cent.

According to the statistics of 1899 there were in the United States 96 law schools, enrolling in the aggregate, 11,874 students, 167 of this number being women. The increase in the last quarter of a century of all students in law schools was 343 per cent. In France the number of women studying law has increased in 25 years from 6 to 147. In former

times it happened that the larger portion of persons under preparation for the practice of law were to be found in lawyers' offices reading law and practicing the drudgery connected with it. In later years it appears from statistics that a much larger number pursue their preparatory study in regularly established law schools. This accounts in part for the increase of attendance.

But I think that there is another cause for the growth of attendance on law schools. The lawyer of the present day finds the most lucrative field to be that of counsel or expert in some special province of jurisprudence. Business men placed at the head of great interests have to advise constantly with their lawyers and the enormous growth of business combinations creates a demand for a large number of experts in law.

Here I base my argument in behalf of the necessity not only for an

increase of law students in general, but especially of women students of law. I have heard it asked whether the profession is not overstocked? Are there not more lawyers than can make a living at their profession? I answer by calling attention to the increase of great business combinations and to the utter necessity of profession-



W. T. HARRIS.

ally skilled legal advice in every new issue. We need greater specialization and more expert skill on the part of the legal counsel. Here is woman's opportunity. She will not be so much required as lawyer in criminal cases as lawyer in civil cases; she will not be required so much in actual control of civil cases in the courts, as in the office giving professional advice in advance, giving advice which will

prevent law suits, rather than skillfully extricating the client who has been so unfortunate as to be brought into court. This, in my thinking, is a much more noble view of the profession of law. I hold that the lawyer of the future is, to find his or her chief function in preventing law suits.

I have now and then heard of a wealthy man in America, in fact he was one of our great captains of industry, who was in the habit of expressing himself on all occasions as opposed to higher education in colleges and universities. The reflection naturally occurred to me that he was a very unconscious sort of person. He seemed not to be able to recognize the product of higher education when he was obliged to come in contact with it. Every week and perhaps every day of his life he had a host of legal advisers in his employ. I happen to know that more than two hundred lawyers in one state alone were in the employ of his company. In fact the opinion could be safely advanced that it was the help of legal advisers that kept him out of jail.

In general, what a multitude of business managers there are in this country, each of whom handling the interest of vast trusts, defending each the property of his own corporation, is able to make his action legally safe only by constant recourse to skilled legal advice. When we hear a great business manager

sneering at higher education because he himself has become the head of a great business, and this, too, without a higher education or even a secondary education, it provokes the retort that it is through and by means of higher education that he is able to adopt measures of action and policies of management that are safe from legal attacks. In other words, the captains of industry depend on higher education to keep themselves out of jail, for great business combinations involve collisions of all kinds with other interests and must adopt legal precautions to avoid civil and criminal liabilities.

Hence nearly all of the great industries require the services of experts who have been trained, and who can be trained, only in institutions of higher education. Take, for instance, the steel industry and think of the utilization of the higher studies in chemistry and in optics, which have made the Bessemer process possible.

It does not need a long argument to show that higher education means education in productive power, and that productive power comes from two elements; first, a knowledge of principles and moving causes; secondly, a knowledge of human nature and an ability to create confidence in one's leadership. These two elements are quite apt to be separate, one person having knowledge of human nature and an ability to create confidence

in his fellows without the scholarly knowledge of forces through physics or of the sources of historic development in national ideals, such as one gets through higher education in literature. On the other hand many persons get a higher education who lack a sympathetic knowledge of humanity at large and have small capacity to interest others in their aims and purposes. But it always happens that the great social leaders, whether educated or uneducated, have to avail themselves of the services of the class who have received higher education. These act as secretaries, superintendents of labor, architects, engineers, professional advisers,—especially legal advisers—and other purveyors of the accumulated wisdom of the past.

I strengthen my argument on this point by calling your attention to the great increase of wealth producing power in this country and throughout the world. The total annual production of the United States one hundred years ago is estimated at less than 10 cents a day for each man, woman, and child. The introduction of steam during the next fifty years increased the production to about 30 cents a day per inhabitant; and with the manifold applications of all kinds of motive power and the improvement of machinery the production has increased to about 55 cents a day. This increase means creature comforts and even lux-

uries for the wealthier half of the population and a fair supply of food, clothing, and shelter for the poorer half.

This increase in production also means that there is more demand for alertness and versatility of intellect than for mere brute strength and persistency. Hence, again, this means the increasing advantage of the woman on her way towards equality with man.

I touch in conclusion upon another phase of this subject and it is a very important one, in this epoch of the diversification of employment for woman. The natural characteristic of the feminine temperament is not favorable to the legal consideration of a subject. Sentiment and impulse predominate those rather than a cold investigation of the forms of justice which protect society as a whole. An interest in legal studies is less likely to be a feminine than a masculine trait. By all means therefore one would say that the study of law is desir-

able on the part of many women. It has been often remarked by wise philosophers in politics that the United States succeeds in the experiment of self-government especially through the services of its lawyers. For the lawyers abound not only in the courts of justice but in the legislative chambers. The lawyer serves his country not only in helping interpret the law in the court but also in the legislature in making a law that does not contradict itself or subvert the fundamental law of the state.

It will add an element of strength to the mind of woman to acquire the judicial way of looking at human deeds and actions,—to acquire what is called "a legal mind." And it will not be at the expense of the high traits of character which are recognized as feminine.

I therefore predict great success and great influence ultimately from this movement which brings woman into the professions and especially into the profession of law.

CONTRIBUTORS TO THE MONTHLY FIFTY YEARS AGO.

In accordance with the promise made in the June MONTHLY we present to our readers in this issue cuts of the contributors of fifty years ago with a few words of reminiscence, congratulation, encouragement, and suggestion from them which will certainly be of in-

terest to our readers both young and old.

The first to respond to our invitation to write a few words for publication in the SOUVENIR FIFTIETH ANNIVERSARY NUMBER, was Alfred Holbrook, so well known to all of the older and to many of

the younger teachers of the state. He has made teaching his life work and has served in that capacity in Monroe, Connecticut, in Berea, Chardon, Marlborough, Kirtland, Salem, and Lebanon, Ohio, and in Huntingdon and McMinnville, Tennessee, where he now lives at the ripe old age of eighty-five, still doing efficient work in the cause of



ALFRED HOLBROOK.

education as the President of "Alfred Holbrook Normal University." From 1855 to 1897 he was at the head of the National Normal University at Lebanon, Ohio, where he made a wide reputation as a teacher and organizer.

In strict accord with the practice of his long, busy, and useful life, he still firmly believes in the gospel of "Work" and has sent the following as his contribution:

WORK.

During the Journal's fifty years of existence and usefulness, the most important advance in its discussions, in my opinion, is in reference to the estimate of work as an educational force.

Fifty years ago the principal use of work as an incentive was in penalties to secure increased diligence and desirable conduct. Character was seldom mentioned. At present, work is assuming its true place in all educational discussion and action, as the greatest blessing bestowed on man. It is a necessity for his subsistence, a power for his progress and improvement, and the keenest incentive for his richest, highest joy, and is so employed, at least theoretically in most educational institutions at the present time.

Is it not universally admitted that he who does not enjoy his work, whatever it may be, is already a comparative failure, and finally absolutely so?

For these and other manifold and manifest reasons work is the greatest blessing that God has conferred on humanity.

Another contributor to the first number of the MONTHLY was M. S. Turrill who was born near Pleasant Ridge in Hamilton county and whose entire life has been spent in Ohio. He was educated in the district schools and at Farmers' College, located at College Hill, from which institution

he graduated in 1851. Hon. Murat Halstead and Mr. Turrill are the only surviving members of that class. His career as a teacher began in 1849 in the country schools of Hamilton county and closed with his retirement from the principalship of the Cumminsville district, Cincinnati, in 1885.

He became a member of the State Teachers' Association in 1854 and is the possessor of an original copy of the "Bill of Fare" for the "Supper of the State Teachers' Asso-



M. S. TURRILL.

ciation" held in Cincinnati in December of that year. The reproduction of this "Bill of Fare" in a somewhat reduced form, in this connection, will serve to show that the social part of the Association was a prominent feature even in the early years of its history.

From a very interesting letter written by Mr. Turrill, we quote the following observations and experiences which are both interesting and suggestive:

"Country schools were then supported almost entirely by subscription; two dollars a scholar for a

three months' term, being the rate generally paid; the trustee and teacher going together around the district and obtaining, if possible, enough scholars to justify employment, which in my first school realized me eighteen dollars per month, out of which two dollars a week went for board. The schools then sadly lacked such equipments as are now amply provided. Rude and crippled benches, no blackboards, no steel pens, but the sharpening of quills and setting of copies was a daily task, no bell to call, but the children rushed in by the 'Clattering clash of the master's rule on the window sash.'"

Since Mr. Turrill's retirement from the work of teaching, he has lived in his house in Cincinnati which he built in 1860 and afterwards enlarged into a commodious residence. His work has been largely of a clerical nature. In 1890, and again in 1900, he had a position with the Census Department of the United States. Although he recently completed his "three score years and ten," he is still active and hopeful and writes with a steady but not "vertical" hand.

A. M. Kellogg, who wrote for the MONTHLY fifty years ago is still actively engaged as editor of the *School Journal*. We gladly give space to the following letter received from him a short time since:

SUPPER

OF THE

State Teachers' Association

Cincinnati, Thursday Eve'g, Dec. 28, 1854.

AT MECHANICS' INSTITUTE.

The Supper under the immediate direction of Mr. ALFRED BURNETT, of No. 164 Fifth St.

BILL OF FARE.

Turkeys in slice.	Braized Ham a la Parisian.
Turkeys with Oysters.	Boiled Ham plain
Chickens with Egg Sauce.	Ham a la Glace.
Chickens with Oysters.	Squirrels with Cranberry sauce.
Beef a la mode.	Beef Tongue with Oyster Sauce.
Beef Tongue.	Minced Turkey with Poached Eggs.
Rabbits a la Vita.	Oysters Stewed.
Quails garnished with Oysters.	Oysters Fried.

RELISHES.

Celery. Pickles. Horse Radish.

PYRAMIDS.

Fort Sevastapol and Battery, on Pound Cake—weighing 100 lbs.
 Pyramid of Harps on Bride Cake, surmounted by American Eagle.
 Tower of Glace on Pound Cake. Venitian Tower on Cake.
 Pyramid of Macaroons. Pyramid of Oranges.

True American Cake.

A Splendid Rustic Scene of Park and Country Seat.

THE OLD SCHOOL HOUSE, on Jelly Cake.

PASTRY.

Peach Tarts. Cranberry Pies. Plum Tarts. Strawberry Puffs.
 Oyster Patties.

CAKES.

Citron Cakes.	Sponge Cake Iced.
Lady Fingers.	Ornamented Jelly Cake
Sponge Drops.	Cream Cakes.
Macaroons.	Jelly Cakes.
Black Cake Iced.	French Kisses.

Vanilla Ice Cream.

Pine Apple Ice Cream.

Calf's Foot Jelly.

Strawberry Jelly.

Apples. Orange a la Glace. Raisins. Almonds. Filberts. Prunes.
 Coffee and Tea.

N. B.—The Supper Room will open at half past 8 o'clock for Coffee and Tea. The Ice Cream will be served in the large Hall.

Every Guest must procure a Supper Ticket, for which there is no extra charge.

June 10, 1901.

Mr. O. T. Corson,

DEAR SIR:—Thanking you for your courteous request for a letter, I inclose a few lines. The idea is an excellent one, but how few there will be to respond.

I well remember the "Ohio Educational Monthly" of 1852. I had just graduated from the Albany State Normal School and was far



A. M. KELLOGG.

from being satisfied to go into the school room merely to hear lessons. I believed then and after fifty years of thought now more firmly that there is a science and art of education.

Being in that state of mind I made inquiries for a journal of education and sent for the "Ohio Educational Monthly." I kept the numbers for the year and bound them together with religious care. I felt they were of great benefit to

me; possibly it was this feeling that led me to use the pen for education. In about a year I was invited to take charge of the Training Department of the Albany school and I then assisted in editing the "New York Teacher." I found this an excellent field for spending more money than was received; but the \$600 deficit was made good by the State Teachers' Association that managed the paper.

It has always seemed a mystery to me that so many teachers could be found who had no interest in educational literature. When I began to edit the "School Journal" in 1874 I gave my whole thought to remedying this state of things. I believe that real teachers think upon educational problems and are glad to get such journals as the "Ohio Educational Monthly." I believe they are powerful factors in educational progress. It is a cheering fact that the readers of educational journals are fifty times as many in the one hundred as when the "Ohio Educational Monthly" was launched. That journal did a noble work; I acknowledge myself as debtor to it in the strengthening of educational ideals and purposes.

Yours truly,

A. M. KELLOGG.

One of the first board of editors of the MONTHLY was Andrew J. Freese who wrote a number of practical and helpful articles for young teachers. For ten years he

had charge of the Central High School in Cleveland and afterward served for a number of years as superintendent of the schools of that city. He still lives in Cleveland and while nearly eighty years of age is still deeply interested in educational matters. It is with



ANDREW J. FREESE.

great pleasure that we present the following letter from him:

Cleveland, O., June 13, 1901.

My dear Mr. Corson:

You are wrong, I feel you must be, in writing that fifty years have passed since your first copy went to press.

I have a bound volume of the "Ohio Journal of Education," published in 1854, in my hands, and as I turn its pages what a flood of memories rush in. How plainly I see Dr. Asa Lord, your early editor,

who was so faithful to the cause of education in Ohio—Mr. M. F. Cowdery, of Sandusky, I recollect also as a man of great ability.

The delegates to those early conventions were men of thought and enthusiasm. I occasionally meet one of them now, and talk over old school matters. Dr. E. E. White of Columbus, Dr. C. F. Dutton of Cleveland, and his sister, Miss Betty Dutton, principal of Kentucky Street school. Mr. A. G. Hopkinson was a worker, and always a warm friend of ours to the last. Mr. M. D. Leggett, and Samuel Findley were also active. These are not dead yet, who have served so loyally, and passed out of sight.

As I run over the topics touched upon in those old teachers' associations, I see many of the same subjects come up today. Regarding the true teacher, we believed then, as now, that he should be a man of broad sympathies, large enough to take in the dull boy as well as the clever, and to strive to stimulate, train and restrain, and fit each, by certain peculiar and original methods of his own, for future life. With best wishes for your success, I am,

Yours truly,

ANDREW J. FREESE.

Emerson E. White, one of the five who wrote for the first issue of the MONTHLY, needs no introduction to the MONTHLY FAMILY. Many know him personally, and those who have not had the

pleasure of his personal acquaintance, have read many of his excellent articles which have appeared from time to time in the MONTHLY, or have had the benefit of his wise counsels found in his books on teaching which have frequently appeared on the list of the O. T. R. C. The following article from his pen will be read with interest by all:

Columbus, O., June 8, 1901.

My dear Mr. Corson:

I am not a little surprised by your reminder that I was a contributor to the first volume of the OHIO EDUCATIONAL MONTHLY, (then *Ohio Journal of Education*), now within a few months of its fiftieth anniversary. I had quite forgotten the writing of that article, one of my first ventures in that direction. I had just returned from my first visit to Massachusetts, the native state of both my parents and my oldest sister and brother.

I found my way to Boston, an entire stranger with a note of introduction from a Mantua neighbor who formerly resided in the city and had many relatives there. This brief note of half a dozen words secured for me a royal welcome, and during the week that I remained in the city, I took in "all the sights" under volunteer guides and without an opportunity to pay one dime towards the expenses involved. The kind hospitality thus extended to me gave Boston a warm place in my heart—a feeling that

has been deepened by every subsequent visit to the city. Is it strange that I always feel at home in the goodly city?

I was greatly interested in the public institutions of the city, including those for the insane, the blind, the deaf, and especially the reform school. At that time the



EMERSON E. WHITE.

only reformatory in Ohio was the Cincinnati House of Refuge, if this could truly be called a reformatory. My initial article was a description of the "Boston Reform School," and an earnest plea for reformatories in Ohio for vicious and incorrigible youth—an article that was somewhat marred, I see, by the rhetorical exuberance of youth.

I see that I also contributed to

each of the next three volumes, one article being a plea for the better training of teachers, another on the examination and licensure of teachers, and the third a mathematical venture on the bisection of the triangle. The next year I was appointed "Associate Editor" of the *Journal*, Dr. A. D. Lord continuing as editor. I do not know how it happened that so young a teacher was thus honored. Writers on educational subjects were probably scarce. I see that I wrote this year a considerable number of editorials on practical topics and was reappointed associate editor for the next year.

In this year Dr. Lord accepted the position of superintendent of the Institution for the Blind and felt constrained to retire from the editorship of the *Journal*. He had edited the magazine for five years with marked ability at a small compensation, and he had also so managed its business affairs as to keep its expenses within the income. But at the meeting of the State Teachers' Association in December zeal got the better of judgment, and Mr. Caldwell, of Cincinnati, was appointed editor at a salary of \$1500 a year. The subscriptions fell off and the year closed with a large deficit, including most of the salary of the editor. The McNeely Normal School organized by the Association a year or two before was also in debt.

It was at this critical juncture in

the Association's affairs that the writer was appointed chairman of the Executive Committee and also of the new Finance Committee, and on him fell the responsibility of an effort to extricate the Association from its financial embarrassment—apparently a hopeless task. An arrangement was made for the publication of the *Journal* for the next two years, the publishers assuming largely the financial risk involved; and William T. Coggeshall was appointed editor at the compensation of \$500 a year, if my memory now serves me. The publishing of the *Journal* for two years being thus provided for, the next task was the freeing of the Association from debt.

The property of the McNeely Normal School was deeded back to Cyrus McNeely, the generous donor of the property to the Association, and the trustees undertook to settle the financial affairs of the institution, including the indebtedness to the teachers. The writer undertook to relieve the Association from its indebtedness on the *Journal's* account, with slow progress at first.

It was found, however, that Dr. Lord had preserved 300 copies of each of the first five volumes, which he edited, one number only being short. School Commissioner Smyth offered to purchase these volumes for the school libraries of the state (under the new library law). The short number was reprinted and a total of 1,500 copies of the journal

was sold to the state. Mr. Caldwell generously offered to accept about one-half of the salary promised him. In these and other ways the indebtedness was removed and when the Association met in Mt. Vernon in July, 1859, I had the pleasure of reporting that the Association was free of debt with ten cents in the treasury!

The Association approved of the recommendation to transfer the publication of the Journal to private parties on the condition that it should continue to be the organ of the Association, publishing its announcements and proceedings, the Association agreeing to pay the actual cost of publishing its proceedings in excess of thirty-two pages.

At the close of 1859 the "Journal of Education" was transferred, on the foregoing condition, to F. W. Hurtt and Anson Smyth, the latter being State School Commissioner, the firm name being F. W. Hurtt & Co., Mr. Hurtt being business manager and Mr. Smyth editor. They changed the name of the periodical to the OHIO EDUCATIONAL MONTHLY, and in January, 1860, the first number was issued. An earnest effort was made to increase the circulation of the periodical but with small success.

In settling the financial affairs of the "Ohio Journal of Education" I became satisfied that the periodical could be made to pay a fair compensation to its publisher and

editor provided it was made a journal of practical value to teachers. In January, 1861, I bought Mr. Hurtt's interest in the MONTHLY on the condition concurred in by Commissioner Smyth that I should be the responsible editor and publisher. I took charge of the periodical in March, 1861, and the first number (April) was mailed on the day of the bombardment of Fort Sumter. Business for a time was paralyzed, and it looked as if nothing could save the enterprise from failure.

In mailing the April number I found that the MONTHLY had less than 800 bona fide subscribers; and the situation seemed desperate. But the new publisher's appeal for subscribers met with an unexpected response. Subscriptions came in and the months of April and May added near one thousand new subscribers, most of the subscriptions to be paid a few months later, the best that could be done under the circumstances. Before the year closed Mr. Smyth transferred his interest to me and I thus became sole owner of the magazine.

In the year 1862 a well planned canvass of the teachers of the state was made for subscribers and also a personal solicitation for advertising patronage. The year closed with net profits of over \$2,500. I continued to edit and publish the MONTHLY for fifteen years (including 1861). Its subscription list reached from 3,500 to 5,000 and

this almost wholly on a cash basis. In all these years the magazine was a business success, though published on "war prices," but it took hard work. It involved every year a wide canvass for a renewal of subscriptions as well as for new subscribers, and a continued correspondence with advertisers—and all this without a typewriter! This success would not have been possible without the hearty coöperation of progressive teachers. I look back with gratitude to those years of confidence and good will shown so generously by the teachers of this and other states.

The MONTHLY'S circulation soon passed beyond the boundaries of Ohio; and so in 1870 a national edition was published with the name of "The National Teacher." This was made the official organ in several southern states, and it had subscribers in all sections of the country. California was well

represented. In three years the MONTHLY "absorbed" three other Ohio school journals.

In 1874 I sold both magazines to Hon. W. D. Henkle, who removed the office of publication from Columbus to Salem, O.

I fear, Mr. Editor, that I have made too long a story of the first half of the MONTHLY'S history; but who now living but myself knows that story?

Permit me to add that in these later years I have not lost my interest in the MONTHLY. Often when it comes to me I have the old stage driver's desire to mount the boot and take the reins. More than once in the last decade I have dreamed that I was again in charge, and devised plans for its increased success and usefulness,—waking to find that it was only a dream.

I remain most truly yours,

EMERSON E. WHITE.

FIFTY YEARS IN OHIO COUNTRY SCHOOLS.

BY C. W. BENNETT.

The primitive schools of Ohio form a peculiar contrast with the present educational progress.

Much less than fifty years ago there still existed the quaint old country school-house. It was generally a log house chinked with clay, and contained only one small

window whose lights sometimes consisted of greased foolscap. Its size was about thirty feet long and twenty feet wide. A fireplace occupied nearly the entire end of the room. The floor was of slabs; its roof was made of rough, unshaved clapboards, stayed by poles. Its

furniture consisted of one row of writing benches, illy suited to the size of the pupils, arranged on the sides and at one end of the room. From these high, crude benches the younger pupils were suspended between the heavens and the earth.

Instructors were commonly poor scholars, without sufficient education to teach the few branches asked

others what they were supposed to have deserved at other times.

The teacher boarded around the district wherever the people would take him. He was paid by subscriptions which he solicited and collected for himself, if collectible. These were the early schools of Ohio. We are not to criticize them. They were the best the country could afford. We shall refer to them only to impress the fact that every generation has its conditions and demands peculiar to itself.

Very early in pioneer history a better plan was agitated for operating schools in the country. At first only independent sub-district schools were conducted, by no particular regulations, and each school a law unto itself. As early as 1853 the township system was inaugurated. But it was a compromise effected between the old, independent sub-district system, in force previous to the passage of that law, and a plan by which the township would have become a school district of itself, with all sub-district boundaries abandoned. It was the best that could be done perhaps in the pioneer schools to give the control of local school interests to local directors. Time and experience demonstrated the weakness of this plan. It is a source of regret that the code of 1853 permitted the responsibilities of school administration to be divided between the local directors in sub-districts and township boards. The contest between



C. W. BENNETT.

for. They were wanting in system and experience and often seriously lacked judgment and prudence. Their punishment was generally hasty, passionate, abusive, and sometimes cruel. The rod, usually carried under the left arm, fell back-handed, and without discrimination upon an entire row of pupils. The guilty one received what he was thought to deserve, the

these separate authorities has lasted through many years, putting up for a time an almost inseparable barrier against wholesome and long needed legislation to advance the interests of the country schools.

But the public at length began to see the improvement made in the schools of towns and cities, and that there was no good reason why the rural schools should essentially differ from them. Hence important changes have come into country school organization. In many localities, however, the adjustment to new legislation has been too cautious and slow, growing out of a misapprehensive public sentiment and a disinclination to give up "the good old way."

However, the half century in the development of country schools gives many indications of progress. There is more intense interest in these schools. More permanence in the system, a longer school term with more punctual and uniform attendance, a better school sentiment in the community, a greater loyalty on the part of parents to the teachers and to school government, mark prominently the country schools of Ohio. An intelligent course of study, with examinations and promotions, systematic appropriations of time and methods, teachers' meetings and township board meetings held jointly, county institutes with competent instructors, and the increased experience and fidelity of country teachers, all

point to a better era for the rural school policy.

Within the last decade the most progressive changes have come, and the most important legislation has been enacted relative to country school interests. And township organization coupled with township supervision are working their way slowly but permanently into a practical system. The radical difficulty in the country is the want of continuity, and a broader qualification for the teacher. Not necessarily a higher qualification—though that would be of unlimited value,—but a discipline in tact, earnestness, sympathy, ethical culture, conscientiousness, clearness of perception, right decision. These qualifications must come from close contact with a wise counsellor. The county superintendent is thought to be too far removed and his work too widely distributed, to render the necessary personal power to inexperienced teachers. The well trained township superintendent can be oftener with his teachers, follow the details of work, devising ways and means, suited to make a teacher successful in the community which he serves, when he would otherwise fail. He has the opportunity to infuse into the teacher and his pupils exactness, definite aim, elevation of purpose. Competition, growing out of systematic organization, may be made by him to glow with inspiration and quickening power. In a word, the competent township

superintendent raises the standard of teaching, by frequent and just inspection, by the force of his scholarship and skill.

That the growth of rural school organization has not been greater, is not the fault of legislation, but because of the lack of competent and trained service adaptable to the quality of work to be done. When the rural schools of the state can provide this service mainly from their own constituency, the problem of township organization and township supervision will be well nigh solved.

The state is not radical enough in its methods to obtain good teachers. This is the vital question. Whatever may be said of state progress and state pride in other things, it is a deplorable fact, that fifty per cent of its teachers are, practically, beginners and untrained. Rural districts suffer most from such apprenticeship. The most important thing to do just now is to train teachers. The subject of professional training for teachers in Ohio has long been discussed, but no satisfactory conclusions have been reached with definite effect. To the theorist the solution of the question seems easy, and so he frequently works it out in manuscript, and concludes that a system of public schools fostered and maintained by state patronage should be a complete and consistent whole, and that normal schools are essential to the completeness and efficiency of such a system. But

the politician demurs, and the taxpayer is hard to convince that such a scheme is either practicable or advisable, or that the value of the product would be greater than the cost of the production. And so the question goes over from year to year. But the common schools of the country district are in no sense a failure. On the contrary, they will stand a better test when placed in comparison with those of other states, than chronic, dyspeptic critics are willing to concede.

At the same time we are not to be unmindful of the fact that there are old forms which ought to be eliminated, and antiquated opinions and methods which have outlived their usefulness, and need the skillful application of the pruning knife. There are probably about three rural schools in the state where there should be two, which is an unfortunate condition. There can be no inspiration in empty benches, and outside of the consideration of expense depleted numbers kill the spirit of the school, and handicap seriously the skillful teacher. The average attendance in the country schools of Ohio by a recent reckoning, is a little less than twenty to the school, with the tendency, taking the state as a whole, rather inclined to make new districts by subdivision than to consolidate weak schools.

There is however a growing sentiment in favor of centralization of schools, the transportation of pu-

pils at the public expense, from outlying districts, thus affording better opportunity for organization and systematic instruction. Whatever the public mind may now think of centralization, as the state increases in years the exigencies which may come, may create a necessity for it as in other states. To the unprejudiced mind, rural school legislation within recent years looking to classification and supervision, is an important step toward the advancement of these schools.

The Boxwell law has created a new advantage, and is undoubtedly of great value to the common school system. The consensus of the opinion of the best educators who are making a study of the country school condition, favors the maintenance of this law. But it is not a perfect law. There are no perfect laws. In our time there prevails a disposition to criticize technicalities in legislation, rather than to discern the law in its spirit and intention. County examiners must guard against a too lenient policy in the operations of this law. There is danger in the tendency to grant Boxwell diplomas on too low a standard, and pupils who do not enter the High school may drop out of school too young and with superficial training. Yet upon the whole, the influence of the Boxwell law is wide spread, and it is working out its aims, to a commendable degree, in many counties in Ohio.

There is a rapid growth of li-

brary sentiment in the state, which is developing the reading habit in rural districts. In this fact is a hopeful outlook for educational progress. There is no part of a teacher's work of higher value than that of inculcating in pupils a love for *good* books. The country school should become a directive force to train pupils to read good literature. Said Emerson, "If you teach a boy to read he will educate himself." The youth who leaves school with the ability to read well, and with a relish for good books, has acquired a power worth more to him, possibly, than any other the schools could have provided. When it is impossible for a young man to remain in school long enough to attain its higher culture, books are the substitute for a course of study. And it must be conceded that the public school library in the country as in the city, affords great opportunities for the culture of the masses, and that the purpose of the state law, which provides for the free public library, is to supplement the public school system with a means of education scarcely inferior to it.

• These are some of the indications which point to important changes in the future of our school economy. The vast commonwealth of Ohio has come to recognize the fact that the bone and sinew of the state is its agricultural population, and that every consideration of intelligent state policy demands that its

schools must be brought up to the standard made necessary by the spirit of the age. To keep abreast with the spirit of the times and all other progressive movements, the sentiment of the people in rural districts ought not longer to retard practical educational advancement. The state cannot longer afford to deprive these schools of the best efforts and appliances for their improvement. There is a brighter promise for the country schools of the state. For if the most important decade of the past century in the advancement of rural schools is the one just closed, what greater possibilities and higher achievement may we not reasonably anticipate in the future from our progress in the past.

It is then appropriate that we should celebrate the fiftieth year of the oldest educational journal in this country. It is eminently proper that we sound another note of progress, and that too of educa-

tional progress, at the beginning of the twentieth century.

For the living theme of the age is popular education. The greatest pride of the American people is our system of common schools. Education in this country is paramount to every subject of national interest, and coextensive with all subjects of national value. The legislator enacts laws and the judge interprets them, but it is the teacher that makes the citizen, and the citizen makes the state. The dangers in Russia today, emanate mainly from the fact that the ignorant masses raise questions, with no one among their own kind to answer them. The basis of American power consists in the intelligence of the people. All our institutions, public, private, political, or financial, are the product of our schools. And as this is a conceded proposition, it seems to me that the future of this country is in the hands of its teachers.

SOME LEADERS IN EDUCATION IN OHIO IN THE LAST FIFTY YEARS.

BY MARGARET W. SUTHERLAND.

The topic "Some Leaders in Education in Ohio in the Last Fifty Years" has been assigned me, with the understanding, however, that living leaders are not to be considered. What is involved in leader-

ship in education? One may have been a noble man engaged in teaching; or he may have been a teacher of recognized value in his own community; or he may have wielded an influence in educational

matters in his immediate vicinity; but unless he has made himself felt in the educational policy of his state, or proved an inspiration to other teachers in the vanguard of educational work, either through his pen, his spoken word, or by deed, he can scarcely be called a leader.

Dr. E. E. White says: "The decade of 1845 to 1855 was a period of great importance in the history of public education in Ohio. No decade before or since has been characterized by such enthusiastic movements in the interest of public schools. It was a decade of zeal and action." But the men who made that decade famous are known to me only as I have read of them in the glorious tributes of others. H. H. Barney, Lorin Andrews and Asa D. Lord I never saw. Marcellus F. Cowdery and Anson Smyth I had the pleasure of meeting. But the work of these heroes belonging to the earlier part of the fifty years we celebrate, shall be left to those more capable of handling it than I, while I shall write of men whom I knew and revered.

There are among those who have been identified more especially with college work three that stand out preeminent on account of their kindly interest in the workers in the common schools and for their connection with the Ohio Teachers' Association. They are Dr. I. W. Andrews, Dr. Edward Nelson and Dr. Edward Orton. I mention

them in the order in which they were promoted to a higher sphere.

I think no one ever came in contact with Dr. I. W. Andrews, the scholarly president of Marietta College, without being impressed with the genuine learning and quiet gentlemanliness of the man. Those who had any questions to settle relating to the history of Ohio or the Constitution of the United States looked upon him as an authority undisputed. With all his learning, or I think I should say *because of his learning*, he was perfectly unassuming.

Although Dr. E. T. Nelson died in the earlier part of 1897, his loss is yet a fresh sorrow. He is entitled to be called a leader in Ohio's educational work because no man did more to bring before our teachers genuine science so simply stated as to be fascinating as a tale. Edward T. Nelson was born at Worthington, Ohio, October 14, 1845. He graduated from Ohio Wesleyan University in 1866. In 1869 he graduated from the Sheffield Scientific School of Yale University with the degree of Doctor of Philosophy. For two years he held the chair of Natural Science in Hanover College, Indiana. From here he was called to the Ohio Wesleyan University, to the chair of Natural Science, which he filled for twenty-six years. He was at one time a member of the State Board of School Examiners and has also been a member of the executive

committee of the O. T. A. At the State Association and in the county institutes is where I knew him best. In the latter, his instruction in physiology was so fine that I have cared to listen to few other instructors in that subject after him; while in physical geography I have never heard his work excelled. As Dr. Williams has said, "He could be severely scientific, yet lucid, attractive, and popular." He was a Christian without cant or affectation, sincere and winning.

A man who gives himself up solely to the study of science, who has an ear deaf to poetry and a heart sealed to humanity is never a leader of men. Dr. Edward Orton, while a scientist of more than national reputation was a student of all that was good in English literature, a citizen unselfish in his devotion to the interests of his city and his state, and a gentleman of such winning grace that when he passed away more than one of us spoke of the benediction of the presence that was taken from us.

Edward Orton was born March 9, 1829, at Deposit, New York. He became a resident of Ohio in 1865, and from that time as teacher and scholar was a leader among us. He began his work in our state as principal of the preparatory department of Antioch College. He advanced soon to the professorship of natural history at that institution, and before long to the presidency of the college. At the end

of one year, however, in 1873, he was elected first president of the Ohio Agricultural and Mechanical College, now known as the Ohio State University. At the same time he took upon himself the duties of the chair of geology. In 1881 he resigned the presidency of the university, but retained his chosen professorship. I have known many students who regarded it as the greatest privilege of their college course to have been under the intensely interesting instruction of Dr. Orton. In 1882 he was appointed State Geologist, and he held this position to the time of his death, October 16, 1899. This widened the sphere of his acquaintance and he became not only a leader of students and teachers, but of farmers, miners, and business men. I think no citizen of Ohio has ever been spoken of with greater respect and admiration by people of all classes and conditions of society. Although degrees were conferred upon him by universities, and scientific associations delighted in honoring him with high offices, he was the broad-minded, simple-hearted gentleman to the last.

The other distinguished leaders in educational affairs in Ohio who have already answered to the roll-call above, are W. D. Henkle, Eli T. Tappan, John Hancock, Thomas W. Harvey, Robert W. Stevenson, Reuben McMillan, Andrew J. Rickoff, B. A. Hinsdale. The scholarly, earnest worker first men-

tioned will not be considered at length in this article because if a history of the OHIO EDUCATIONAL MONTHLY is given, Mr. Henkle must be studied as one of its best editors.

Dr. B. A. Hinsdale has so recently passed away that the sketch of his life given in the pages of the MONTHLY must still be fresh in the minds of its readers. However, I wish to say that whoever had the privilege of reading the thoughtful articles on educational problems written by Dr. Hinsdale when he was superintendent of the Cleveland schools, must admit that he profoundly influenced thinkers among our superintendents and teachers.

As each boy at Rugby had his head-boy to whom he looked up with a reverence that stayed with him through life, so nearly every one in a profession has some one to whom from his earliest days he has looked up with very special regard. My head master was Dr. Eli T. Tappan. He gave me my first card of admission to the Steubenville schools, of which he was superintendent when I was a little girl. And when after my first year of teaching I came a timid, retiring, but earnest young teacher to the State Association he was the first one to welcome me there and to let me see with something of fatherly interest that he approved of my identifying myself with the Association. He was an inspiration in

my life for which I shall never cease to be grateful. But I am sure that with all my admiration for him, I cannot overestimate his clear and exact scholarship, his forcible and earnest speaking, his simple and direct style of writing, and his soul of honor which made him incapable of anything low or mean.

Dr. Tappan practiced law successfully for nine years, but gave up this profession for the work of teaching, because he believed there was no other vocation in which he could do so much for humanity. He was superintendent of schools in Steubenville for a short time, professor of mathematics in Ohio University, teacher of the same subject in the Mt. Auburn Young Ladies' Institute, president of Kenyon College, and professor of mathematics and political economy in the same institution. With this college he remained until he entered upon the duties of State Commissioner of Schools, in 1887. Although in college work for nearly twenty-five years, he had full information on common school questions and deep sympathy with common school teachers. He served on the Board of State School Examiners, was president of the Ohio Teachers' Association, treasurer for two years of the National Educational Association, president in 1883 of this same organization, and a member of the National Council of the N. E. A.

Dr. Tappan entered upon the duties of State Commissioner of Schools with great interest and industry. His friends felt that he honored the office in accepting it, and heard with unspeakable regret of his early taking away from it. He died in October, 1888. His grand successor in office, Dr. John Hancock, wrote: "He fell, as I am sure he himself would have chosen to fall, at the post of duty—and leaves a wide space in the ranks of Ohio's educators, and a noble example to every one who would lead a worthy life."

How little Dr. Hancock thought when he penned these words that he should literally fall at the post of duty in the office of State Commissioner, in less than three years from that time!

On November 23, 1888, Gov. Foraker appointed him to fill the vacancy caused by Dr. Tappan's death; and at the state election in 1889 he was elected to the office for the term of three years. Dr. Hancock was one of the most popular men ever in the office. From his varied career he knew men as well as books. He had taught in country, village, and city schools. He had been a country boy and superintendent of the schools of a large city. The county institute, the State Association, the Ohio Teachers' Reading Circle, all bear witness to his leadership in educational matters in his own state. He was also president of the N. E. A.

and a member of the National Council of Education. Dr. Hancock was marked by that passionate love of good books which is often characteristic of those who are denied the privilege of completing college courses in their youth. As Dr. Findley beautifully says: "The story of Dr. Hancock's career is the old story of honesty, industry, self-reliance, and perseverance. In him was no guile. He loved right and hated wrong. He walked day by day on the line of rectitude."

In 1892 there passed away another good man who had filled the office of Commissioner, Dr. Thomas W. Harvey. He was born in New England, but came to Ohio when a boy of 12. His early education was secured in country schools and by his own private study. After teaching for two or three years, craving a better education he entered the Western Reserve Teachers' Seminary, at Kirtland. Here he had the good fortune to be under the instruction of Dr. Lord. Mr. Harvey taught in high schools and academies until he was called to the superintendency of the Massillon schools in 1851. Afterwards at two different times he was the honored superintendent of the Painesville schools. Dr. Harvey was a lover of good books and possessed one of the largest private libraries in the state. He was a great favorite of the teachers of Ohio, always closely identified with anything that tended to their

advancement. When a young teacher one of the attractions that drew me regularly to the State Association was to see the two that used to be playfully called "the old Tom and the young Tom," the two devoted friends—Dr. Harvey and Dr. Mendenhall, both well worth looking at, but better worth knowing.

One was accustomed to look for Dr. R. W. Stevenson in this group of jolly good friends, who sometimes sat under the trees at Put-in-Bay, having such good times that younger teachers and even the "women-folk" looked upon them longing to be asked to join the party. To make and keep many friends among good men and women one must have sterling qualities of head and heart. Mr. Stevenson made friends everywhere; in Dresden, where he held his first position as superintendent; in Norwalk where for eleven years he gave the schools wise and brilliant guidance; and in Columbus where for eighteen years he held the respect and regard of citizens, the love of children, and the unbounded loyalty of conscientious and thoughtful teachers.

Dr. Stevenson was secretary of the State Association in 1860, and its president in 1870. He was also a member of the Board of Control of the Ohio Teachers' Reading Circle. In 1891 he was made secretary of the N. E. A., and in 1892 was re-elected secretary for two years,

but died in 1893 before the expiration of his term of office. In 1883 he was elected to the National Council of Education.

Not until 1899 did the angel of death call again for our leaders.

In March of that year died Andrew J. Rickoff, of whom it was said in the N. E. A.: "He was regarded as one of the best school superintendents in the country, and has often been called the father of the graded school system," and later in the year Reuben McMillan, the most unselfishly devoted friend that the Ohio Teachers' Association has ever had.

Andrew J. Rickoff was born at New Hope, N. J., in 1824, but moved with his parents to Cincinnati in 1830. The education begun in the public schools of that city was completed in the University of Ohio. At seventeen he began to teach in rural schools. Afterwards he was principal, then superintendent of the schools of Cincinnati. But it was as the superintendent of the schools of Cleveland that he made that reputation which places him at the forefront of city superintendents of our nation. He served that city as its educational leader from 1867 to 1882. Aaron Gove, of Denver, says: "In all my life and in all my study and observation of the schools and school superintendents of the country, no one character stands out more prominently in my mind than that of Andrew J. Rickoff." Dr.

Rickoff was pre-eminent for skill and power in the administration of a city school system; but I think his royal kindness had much to do with making him the great educational leader he became.

Reuben McMillan, the friend and associate of all the great men of whom I have written, the father, as it were of the men and women now taking the active lead in educational work in Ohio, was born in our state in 1820. He was what is often called a self-educated man. He was superintendent of schools in Hanoverton, New Lisbon, Salem, and Youngstown. His influence over his pupils was always a powerful one. I have known men eminent in war, in politics, and in

church, who delight to acknowledge their debt of gratitude to "Father McMillan," as they fondly call him, for what he did for them in their earlier years.

Although Mr. McMillan became a life member of the National Educational Association in 1879, I think his choicest counsels and deepest affections were ever given to the teachers in his own state.

In conclusion, if I were asked what made these men leaders, what constitutes their claim to our unbounded gratitude, I should say their unselfishness. Not one of them sought to advance his own interests at the expense of the rights of others. By "being servants" they became "chiefs."

THE OHIO TEACHERS' ASSOCIATION.

BY SAMUEL FINDLEY.

The Ohio Teachers' Association and THE OHIO EDUCATIONAL MONTHLY have always been closely allied in the work of building up Ohio's splendid free school system. The former had its birth in 1847; the latter made its first appearance in January, 1852, and has never missed an issue since that time. They both deserve well at the hands of the friends of popular education in Ohio, for each has an honorable record. The MONTHLY is the offspring of the Association, and it has

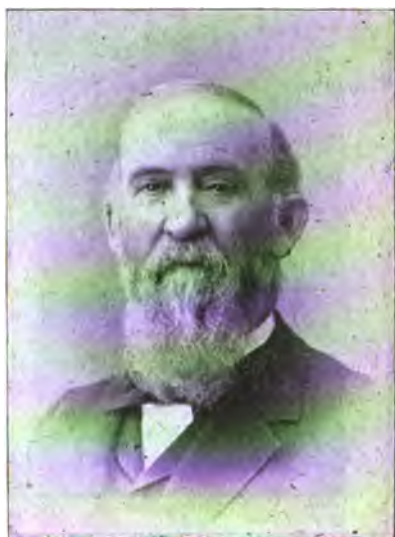
always been a dutiful and helpful child, worthy of its exalted parentage.

I remember well and with pleasure the early efforts to found and sustain *The Ohio Journal of Education*, as the organ of the Ohio Teachers' Association. I became a subscriber before the issue of the first number, and there now lie on my table before me some of the early volumes, which I preserved and had bound. In volume two I find my name in the list of members

of the State Association for the first time. It was the fifth semi-annual session, held at Dayton in July, 1853. I was one of a party of four who went by private conveyance from Xenia, carrying our luncheon and horse-feed with us. The membership roll of that session contains about four hundred names, and among them I recognize about fifty of whom I had some knowledge. Of these fifty I find but two whom I suppose to be still living. These are John Ogden and D. F. DeWolfe, the first residing in Minneapolis, the other in Columbus, O., at last report. What changes time hath wrought! Workers pass away; others take their places, and the work goes on.

Some things in that Dayton meeting, almost fifty years ago, made a deep and lasting impression on my mind. Indeed, I am inclined to attribute my permanent continuance in educational work in large measure to my attendance at that Dayton meeting. There was something catching about the spirit which prevailed throughout the session. The leading spirits were earnest men. They spoke and acted like men who felt that they had serious business in hand. The number of clergymen among the active participants in the proceedings is noteworthy. The presiding officer was Rev. Dr. W. C. Anderson, of Butler Co., the annual address was delivered by Rev. E. V. Gerhart, of Seneca Co., and other clergymen from many of the coun-

ties of the state were interested and active participants in the proceedings. But no less earnest and active were such men as Lorin Andrews, of Ashland, at that time the salaried agent of the Association, I. W. Andrews, of Marietta, A. D. Lord, of Columbus, Josiah Hurty, of Lebanon, M. F. Cowdery, of Sandusky, T. W. Harvey, of Massillon, John Lynch, of Circleville,



SAMUEL FINDLEY.

Edward Olney, of Perrysburg, W. N. Edwards, of Troy, and C. S. Royce, of Mansfield.

An evening address delivered by Hon. Chauncy N. Olds, then of Circleville, later of Columbus, on the Bible as the Basis of Education, stands pre-eminent among all the addresses before the Association to which I have listened in the half century. It was scholarly, elo-

quent, fervid. Six months later, at the winter session of the Association in the City Hall at Columbus, I heard the annual address by Horace Mann. I remember that it was counted a highly polished, scholarly address; but I have forgotten the theme, and no vestige of the impression made on my mind remains. But Chauncy Old's burn-



E. W. COY, PRESIDENT O. S. T. A.

ing words left an impress never to be effaced.

Among numerous resolutions adopted at various stages of the meeting, was this one in regard to the use of the Bible:

Resolved, That we recommend the daily reading of the sacred scriptures in all our schools.

Lorin Andrews, The Association's agent, reported early in the session that the income of the *Ohio*

Journal of Education, the Association's organ, was not equal to the expense of publication; and forthwith a soliciting committee was appointed, and the audience was publicly canvassed for subscribers. And I remember that not only were subscribers secured in goodly numbers, but lists of subscribers to be secured in the various counties were pledged by persons present.

On the last afternoon, Supt. Cowdery, of Sandusky, made a report from the Finance Committee, to the effect that the Association was indebted to the State Agent in the sum of \$410, on account of salary. Dr. Lord expressed the hope that the amount would be raised before adjournment, and handed to the committee his contribution for the purpose. Just before the doxology and benediction, the chairman of the committee announced that the whole amount had been raised. In this connection it should be remembered that the largest salary received by any member of the Association probably did not exceed \$1,000, and not many exceeded \$600. Such was the stuff of which these pioneers were made.

An interesting feature of this Dayton meeting was a call of counties in alphabetical order for a report of the condition of the schools and the state of the cause in each county. These reports occupied a large share of the time, and caused great enthusiasm. I remember especially the report from Miami

County, made by W. N. Edwards of Troy. He spoke like one inspired.

It is said that comparisons are odious. But I cannot avoid contrasting in my own mind the dignity and intense earnestness which characterized these early sessions of the Association with the levity and hilarity of some of the sessions in more recent years. The wise man has said, 'There is a time to laugh. Perhaps that time has come in the history of the Ohio Teachers' Association.

The State Association and its organ the MONTHLY have undergone similar changes. Each has grown more exclusively professional as it has grown older. Neither was, in its earlier years, supported exclusively by those engaged directly in the work of teaching; but each numbered among its most active supporters men belonging to other professions, who, on account of their deep interest in the cause of popular education, joined hands with the teachers. Wilson Shannon, one of Ohio's early governors, presided over a state educational meeting before the organization of the Ohio Teachers' Association. The first President of this Association was a lawyer, Hon. Samuel Galloway, and he was re-elected to that position for several successive years. Dr. William Bowen, a practicing physician of Massillon, was the first treasurer of the Association, and for several

years took an active interest in its proceedings, as did a good many other educational laymen. The MONTHLY too, in its earlier years, had on its list a considerable number of subscribers who were not teachers. But as time wore on, both became more exclusively professional. The Association is conducted and attended almost exclusively by teachers, and for a good many years the MONTHLY has had very few besides teachers on its subscription list.

An episode in the history of the Association occurring in 1862, seems worth keeping alive. The meeting of the Association was held at Mt. Vernon in July of that year. Rev. Robert Allyn, of Cincinnati, presiding. At an evening session, Hon. Harvey Rice of Cleveland, was delivering the annual address. After he had been speaking about half an hour, he was interrupted by the announcement of the capture of Richmond and 45,000 prisoners, by Gen. McClellan. The speaker remarked that he was never more happy to be interrupted. On motion of Dr. Tappan, the remainder of the address was deferred until morning. After singing the "Star Spangled Banner," and giving three cheers for the "Old Flag," the Association adjourned until 9 o'clock next morning. Bonfires were kindled in the street, and speeches were made. One of the speakers was Rev. Anson Smyth, then State School Commissioner. He said it

was just what he expected of Gen. McClellan. Indeed, he knew there could be no other result. But nearly three long awful years intervened before that result came, and then it was brought about by other hands than Gen. McClellan's.

What precious memories cluster around the meetings of The Ohio Teachers' Association through all these years! The warm friendships, the abounding good fellowship, the glad annual greetings, the inspiration, the enthusiasm! I count it one of the choicest of my life's blessings to have had the acquaintance and friendship, through this Association, of a very large number of the leading school men and women of Ohio, whom I have ever counted among the excellent of earth. Good Dr. Harvey voiced the common sentiment when he said, on the train between Sandusky and Cleveland, as we returned from one of our annual love-feasts at Put-in-Bay, "Well, it is good to be a schoolmaster, isn't it?" And so said we all. Dr. Alston Ellis, then of Sandusky, writing to me after his return from one of those great convocations of Ohio teachers at Chautauqua, poured out his soul after this fashion: "That Chautauqua meeting did me a world of good. I never felt a stronger desire to make my administration of the schools under my charge a success than I now feel. Never did I feel the value of high mental training and a broad culture of the

human soul more than I now feel it. If my schools are not better next year than they have ever been, it will not be from lack of enthusiasm and inspiration gained from my Chautauqua associations and experiences."

But a dark shadow comes over my spirit, as I write of these days and these scenes. They are now to me mainly but pictures on memory's walls. How many of the old familiar voices are hushed forever! And the procession into that land of silence moves steadily on, with some of us not far from the front of the procession.

Yet, let us rejoice. Out of the darkness comes, ringing and clear, a comforting voice—a voice of hope and cheer: "Fear not; I am the first and the last, and the Living One; and I was dead, and behold, I am alive forevermore. . . . Because I live, ye shall live also."

Let the "mystical chords of affection" which bind us to those who have gone on before, be so touched by the "better angels of our nature," that our lives shall be keyed to a higher pitch of fidelity and zeal. The work which our dear departed ones did was God's work, taken from their hands and committed to the hands of those still in the field, whom it behooves to see that no loss is suffered.

Our work neither begins nor ends with ourselves. Every true worker labors in fellowship with all the past and with all the future. The

responsibility of "making the past a success" rests upon each generation. A thought like this must have been in Lincoln's mind, when, in those burning words at Gettysburg, he urged his countrymen, then and there highly to resolve "that these

dead shall not have died in vain." Fellow teachers of Ohio, will you see to it that the devotion, toil, self-denial, privation, and tears of our departed worthies shall not have been in vain?

THE LIBRARY PROBLEM IN OHIO.

BY C. B. GALBREATH.

Fifty years ago, not more than twelve thousand volumes were in the free public libraries in Ohio. The library section of the school law of 1853 promoted rapid growth in the decade following. At the close of 1860, there were about 400,000 volumes in the free libraries of Ohio. The population was then 2,339,511. These libraries report for the year 1900 an aggregate slightly in excess of 870,000 volumes. The population of the state according to the recent census is 4,157,545. It will therefore be seen that the increase in volumes has more than kept pace with the growth in population.

When we consider distribution, however, the statistics are not so encouraging. In 1860 the distribution was general; every school district had its library. In 1900 only sixty-six free public libraries reported, and almost all of these were in the larger cities and towns. Of the 870,000 volumes, Cincin-

nati, Cleveland, Columbus, Toledo, and Dayton reported a total of 615,000 volumes; Akron, Circleville, Fremont, Elyria, Piqua, Portsmouth, and Springfield, 102,277 volumes. Over 150,000 volumes were reported from smaller libraries in other cities and towns. The free public library, therefore, is practically unknown in Ohio villages and rural districts.

From the foregoing summary, it will be seen that the library problem has been successfully solved in the larger cities. Those who believe that the free library and our popular system of education should go hand in hand, will find outside of the large centers of population an inviting field for missionary work.

It is not our purpose to dwell upon the value of the free library as an educational agency. That, we take it, is generally understood and appreciated. We occasionally hear a note of warning against thoughtless and omnivorous reading, and

this is well. All agree that a taste for healthful literature should be encouraged. Much of the time in our public schools is devoted to the art of reading. "Not for school but for life" applies especially to this branch. The sturdy youth, who closes his reader on his last day of school and afterwards finds neither interest nor pleasure

tunity to exercise the power acquired in school. Properly equipped and administered, it becomes a most important adjunct to our educational system. In the more progressive communities its mission is recognized as a beneficent one. The ability to acquire information from books is no mean accomplishment, and this the school and the library may cultivate. All that I might say for the free library would include nothing which has not already been approved by those who will read these lines.

The problem, then, is to reach the villages and country districts. How is this to be done? Before venturing an answer it may be well to consider what has already been attempted in Ohio.

The public library of Cincinnati has been opened to all the citizens of Hamilton county. Branch libraries have been organized in villages outside of the city, delivery stations have been established, and recently a number of traveling libraries have been added as supplementary distributing agencies. In this way books are brought within easy reach of all citizens of the county. The result of the experiment is that with comparatively small additional expense the circulation has been almost doubled. If every county in the state had in it a city of Cincinnati with a board of trustees and librarian as wide awake to the public interest, the library problem would be solved at



C. B. GALBREATH.

in the companionship of books, has not, indeed, attended school in vain, but to him has been closed the chief avenue to continued intellectual growth and attainment; while the young man who, after school days are ended, finds in books a substitute for the living teacher, is heir to the inspiration of the master minds of all time. The free library holds forth to all the oppor-

once. It is entirely probable that one or two other counties, with large cities, will soon adopt the plan which in Cincinnati is proving a marked success.

In Franklin county, the districts outside of the city of Columbus are supplied with books through the Free School Traveling Library, introduced and administered by Probate Judge Tod B. Galloway, assisted by the board of county examiners. This system, which has been remarkably popular, is rapidly extending, and there will soon be a traveling library in every rural school district.

The books circulate among patrons as well as pupils. The libraries change from school to school at regular intervals, and thus keep a fresh supply of literature constantly accessible. The system is supported by contributions and the work of the schools. If each county had a Judge Galloway and a device to keep him in office, every country community would have its free library. The plan has proven practical as well as popular, and there has been talk of adopting it in other counties.

In Van Wert, the Brumback Free Library has been dedicated and opened to all the citizens of the county. The building, a model structure for the purpose, is the gift of the late J. S. Brumback. A tax is levied on the county for its support. The library has been opened only since January first and

is now supplying books to all parts of the county. An interesting article in the May Forum describes the progress of the work. The writer says:

"The method adopted by the Brumback Library to bring its books to all parts of Van Wert county is easily explained. The library itself—which represents a value of \$50,000, receives an annual income of fully \$6,500 and has a stack-room capacity, when all available room shall be used, of 100,000 volumes—is located in the city of Van Wert, the county seat of Van Wert county. Fortunately, this city is located in the center of the county, which contains in round numbers 275,000 acres and has a population of 35,000. Besides the central library there are ten branch libraries, which are so situated that every resident of the county is within easy access of the library itself or one of its branches. The ten branches have a unique feature in the form of what may be called a traveling library system, and are also in direct communication with the central library. The ten branch libraries are placed in the more important stores or offices of the villages of the county, where they are excellently managed, by virtue of the fact that those having charge of them are given nominal salaries.

To start the traveling library system, the library trustees purchased 1,000 books, most of them entirely new, which were sent to the ten branch libraries, 100 to each branch. After keeping its 100 books two months, each branch sends them to one of the other nine branches, and receives a second 100 from one of its neighbors to take their place. So the books pass

from branch to branch until each branch has had the thousand books, when they are returned to the central library. In the meantime, another 1,000 books have been purchased and put in readiness to repeat the experience of the first thousand."

It is needless to add that if every county had a benefactor like Mr. Brumback, the people of the state would soon all enjoy library privileges. Donations and bequests for library buildings are becoming more common, however, and there is reason to hope that the Brumback library will not continue to be the only one of its kind in Ohio.

The work of the traveling library system operated by the Ohio State Library has been so frequently set forth in the columns of the MONTHLY that details here would be superfluous. In the October number of last year a map was published showing that traveling libraries had been sent to all parts of the state. The following statistics indicate the continued popularity of the system:

Traveling libraries distributed from the Ohio State Library: Prior to Nov. 15, 1896, 2 libraries, 50 volumes; Nov. 15, 1896, to Nov. 15, 1897, 62 libraries, 1,331 volumes; Nov. 15, 1897, to Nov. 15, 1898, 379 libraries, 9,887 volumes; Nov. 15, 1898, to Nov. 15, 1899, 445 libraries, 12,812 volumes; Nov. 15, 1899, to Nov. 15, 1900, 711 libraries, 19,505 volumes.

Thus far within the current year

425 traveling libraries have been issued. Indications are that not less than 900 will be sent out before the close of the year. While the range of organizations served has been very wide, our most numerous patrons are the rural schools. The system has grown beyond the anticipations of its friends and has stimulated local library activity in many parts of the state. It was the first traveling library system in Ohio. Within the past year it has, perhaps, served more communities than any other similar system in the United States.

A new interest in the library movement is everywhere manifest. As the work takes definite form there will be a growing demand for systematic administration. This will probably call for additional legislation. In the solution of the library problem the county will be found a convenient unit. The state of Wisconsin, in an act recently passed, has recognized it as such. The law provides for a county board of libraries, to serve without compensation; the establishment of a county traveling library system and the employment of a competent person to administer the same. The concluding section practically embodies the Ohio act under which the Brumback library has been established. It authorizes any county "to receive by devise, bequests or gifts, lands, buildings, money, books, or other property, for the purpose of

establishing a public library for the county" and to "enter into an agreement to maintain a public library in consideration thereof." The law is permissive in character. It holds forth to every county the opportunity to have a permanent library and a system of traveling libraries. Such a law would doubt-

less encourage library extension in Ohio.

In the meantime, under existing conditions, a free public library of some kind is possible in every community. Those interested should correspond with the State Library Commission, Columbus, Ohio.

AS THE DULL BOY SEES HIMSELF.

BY D. B.

I am a dull boy. I do not read your paper because I have no interest in it. One of your friends asked me to state my opinion of myself for you.

I am in the third year of the high school. While I have never failed to pass on any branch except Latin and spelling, my teachers have raised my grades to seventy through sympathy. They say I have been growing rapidly and will strengthen up in a year or so.

I should like to please my teachers by getting good grades, but I can't get them. I have thought some about what I shall do after leaving school. I do not have much interest in my work because I do not just see how what I am studying will be of much use to me. A girl can become interested in anything that the teacher presents, but it is different with some of us boys.

In original and memory draw-

ing, I am one of the best in the room; fair in penmanship, but poor in everything else. I can make toys, telegraph keys and sounders, batteries, a frame house, and test patent medicine for arsenic, for I have done each. I can understand the directions in a book for making apparatus but still do not get much of an understanding of the every-day lesson at school.

While I am dull, I know when the teacher makes a speech to the school that is intended for me. I know that he thinks that I do not study of evenings, but I do. I know that he thinks that I could pay strict attention, but I can't. I know that he thinks that I do not know how to study, and he is right. I know as well as he does, that I put off getting lessons as long as possible, and that I am not always studying when looking at a book. Perhaps he has looked straight at

the preacher through a sermon and heard not a word of it. I often have such experiences in recitation.

I know better than does anybody else, that I am a poor student. Knowing this, I am easily confused and generally fail to answer what I do know. I am inclined to stammer and never say more than is necessary. This tendency also leads me to mumble my words. If I do not get a problem the first time, I have no patience to continue. If I do not know the inflection of a Latin verb, I guess at it, and generally have it wrong.

Every evening I study Latin for two or three hours, am one year behind my class in it, and am making seventy per cent in this branch. English grammar is as difficult for me as is Latin.

I am timid and afraid of society, and do not know how to be polite. I can not take a joke. Perhaps I am over-sensitive because I am regarded as dull. I enjoy fun and never get over eighty per cent in deportment unless by mistake. It would not look well for me to get a hundred in deportment; I would rather be dull than a good little boy.

I like to earn money, to tease my little brother, to play foot-ball, to skate, to read "The Little Chronicle," and "Stringtown on the Pike." I am so big, and rough, and gruff that I make my mother very nervous. I never get any

speeches in school. A fellow like me is always ready to give up easily and cannot do himself justice even when he does know his lesson. I can not think of any one that cares much for me, but I do not blame anybody. I happened to be looking in the mirror the other day, and I heard father whisper to mother, "That is a good sign."

I would like a course in engineering, but I could not pass in the required text-book work.

I am permitted to play at bowling, checkers, cards, etc., but do not care for any of them. I do not like to say, "Please pass the bread," nor "good night." I do not care much for company, but when I have any, I prefer persons younger than myself, or those that have no better education. I am a good mimic, but no one knows it but myself. I can not sing, but play a little on the simple instruments, mostly by air. I took a term of lessons on the violin, and father had to hire a woman to stand over me with a club to get me to practice. I am shy of violins now. I was a good swimmer before mother quit telling me never to go near the water.

There are many people like me out of school and a few in. I suppose I do not seem to be sociable and people say they cannot understand me. I suppose that means that I am not just like other people. (If

I had time I would count the number of I's in this composition.) While I am large of my age and

strong, you have permission to answer this, if you can tell me what I am good for.

GEOGRAPHY AND HISTORY OF OHIO.

BY F. B. PEARSON.

There is no word in the nomenclature of geography and history which is of broader scope than the word "commerce," even though it has taken writers and publishers of text-books a long time to make this discovery. Gradually, however, we are coming to attach to the word a measure of the importance which it deserves, and, in time, we shall have a deluge of text-books on the subject. But, before the deluge, there are many things that can be done in a simple natural way by parents and teachers by way of giving to the word a definition. To the average boy in school the word has a far away sound, as if it hailed from somewhere remote in time and space, and ought to carry a passport and a letter of introduction. It seems to belong somewhere outside of and beyond the sphere of the boy's activities, and hence of little or no interest to him. It seems to belong to oceans of which he knows only the names, or great cities that seem but myths, and to find expression only in rows of figures depressingly long. So long as this impression obtains, the

text-book will find the boy to be rather unpromising material upon which to work, and the field must be cleaned before a crop can be grown. To the boy there seems but little connection between a wagon-load of grain creaking along the highway toward the market, and commerce—and the suggestion that the basket of eggs which he is carrying to the grocery is an integral part of commerce would seem to him positively ludicrous. He's looking for some giant and will not be put off with a pigmy, and hence a proper conception of the word must come as a growth. He must be made to see that if each boy from his school should take a basket of eggs to the grocery, there would be a box full, and that all the boys in all the schools could fill many boxes, and then that if all these boxes from all the townships were brought together at the county-seat, they'd fill a car, and all the counties of the state would have three long trains, and all the states in the Union would have one hundred and thirty-five trains. Then if he will compute the length of these

trains, he'll begin to get an inkling of one slight phase of the word he is studying. Presently, he'll begin to look about him in the grocery, and wonder where all those articles came from and how they were brought to the store. He may ask how many barrels of sugar they sell in a week, and then multiply by the number of weeks in the year, and that product by the number of groceries in the town, and that again by the number of towns in the county, and then the state—and then if he doesn't run in the street crying, "Eureka! Eureka!" it will be because he wants a little more time in which to figure out how many miles of cars it would require to carry all that sugar. Given a grocery, a boy, and a wide-awake teacher and commerce will soon become an open book. Every bag of coffee will soon conjure up visions of great plantations in tropical lands, of docks, of vessels, of trains, until the boy is aroused from his reverie by the *clang* of the dray against the back door of the grocery, and he goes out to examine the bag that has been the center of his cogitations. Very soon, our hero, the boy, will begin to inquire just what articles his community contributes to the total of commerce, and his eyes will be opened to see the grain, the live stock, the poultry, the dairy and farm pro-

ducts. He will then look about him for manufactured products and he will discover workmen busily engaged in making farming implements, engines, crockery, school-desks, and a multitude of other things that enter into the word he is studying. He may become interested in learning the destination of all the products that are shipped from his railroad station and if he does not take down his geography to look up some of these places when he goes home, why, he isn't the boy I took him to be.

Then, and not till then, is the boy ready to begin on trans-continental lines of railroads and steamship lines, and that sort of thing. To begin with these is to reverse the natural order of things, and to beget confusion at the outset. The concrete examples that we find all about us are the rational starting-point in a study of this kind, since we have the child's interest at once, and he is stimulated by every advance since he feels the inspiration of an expanding horizon at each step of his progress. Our own state furnishes a good field for this sort of study, and if this work begins in September next the good results would no doubt manifest themselves in the character of the commencement speeches that will be made by next year's class.

O. T. R. C. DEPARTMENT.

SUPPLEMENTAL REPORT OF SECRETARY BURNS.

Brown county, 115 members, \$28.00; Hamilton county, 273 members, \$63.25; Jackson teachers, 15 members, \$3.75; Meigs county, through T. C. Flanegin, 6 members, \$1.50; Wayne county, additional, 4 members, \$1.00; Hancock county, 2 members, \$.50. Total enrollment for the year 1900-1901, 6,746; total number of diplomas, 596.

RECOMMENDED LIST OF BOOKS FOR TEACHERS.

Pedagogy — 1, Thorndyke's The Human Nature Club; 2, Stableton's The Diary of a Western Schoolmaster; 3, Hinsdale's Art of Study; 4, Hughes's Dickens as an Educator; 5, Hanus's Educational Aims and Educational Values.

Literature — 1, McCook's The Latimers, a Tale of the Western Insurrection of 1794; 2, Childs Harold's Pilgrimage by Lord Byron; 3, Browning's Shorter Poems.

History — 1, Eggleston's The Transit of Civilization; 2, Elson's Side-Lights of History; 3, Sparks's The Men Who Made the Nation.

Nature Study — 1, McCook's Tenants of an Old Farm; 2, Burroughs's Winter Sunshine; 3, Chapman's Bird-Life.

O. P. R. C. BY COUNTIES.

Counties.	Pupils' Certificates.	Elementary Diplomas.	High School Diplomas.
Allen	2,080	36	20
Belmont	309	.....	.....
Butler	1,125	220	6
Champaign	420	20	5
Clark	300	.....	.....
Coshocton	892	.....	.....
Crawford	326	.....	.....
Darke	24	12	12
Defiance	231	.....	35
Delaware	10	10	.....
Fayette	550	.....	.....
Franklin	1,383	190	.....
Greene	295	270	25
Hamilton	450	100	100
Huron	200	.....	.....
Knox	84	.....	.....
Licking	600	7	.....
Logan	57	.....	8
Lucas	505	45	.....
Mercer	100	.....	.....
Montgomery	760	55	1
Ottawa	355	6	.....
Perry	625	104	20
Pickaway	325	6	.....
Pike	40	.....	.....
Portage	10	.....	.....
Preble	750	60	22
Putnam	150	.....	.....
Ross	1	.....	.....
Sandusky	260	25	12
Seneca	30	.....	.....
Stark	350	25	.....
Tuscarawas	60	.....	.....
Union	284	8	6
Van Wert	400	20	.....
Warren	115	.....	.....
Washington	600	25	75
Wayne	850	90	60
Williams	17	2	.....
Wyandot	156	.....	3
Total	16,059	1,336	410

NAMES OF PERSONS RECEIVING DIPLOMAS.

Ashland County:—John C. Emerrick, B. F. Feichter, James Hess, S. S. Kithcart, G. J. Mitchelson, Cora Scott, Della Shearer, W. O. Stoufer, W. M. Wilson, Harry Zimmerman. Total 10.

Athens County:—G. A. Carbaugh, Lulu Clendenin. Total 2.

Auglaize County:—Mame Earl, Mabel Earl, Sarah Howell, Nelle Keuthan, Lena Moehring, Carolyn Schülenberg. Total 6.

Brown County:—Lillie Bambach, Annie Collins, J. F. Denniston, Viddie Ellis, William M. Fite, Samuel Fiscus, J. R. Hatton, G. G. Hizer, John F. Huff, M. C. Hutchinson, Alice Linn, E. N. McBeth, Maud McBeth, F. E. McConaughy, W. H. New, John T. Pickerell, Lizzie Pierce, John E. Penny, Minnie Riedel, O. L. Robinson, Mrs. Mayme S. Robinson, Idella Shaw, A. M. Shaw, W. C. Stayton, W. S. Steele, Alice Stephenson, Edith Stephenson, R. M. Stiers, R. H. Thomas, H. F. Vallance, Joseph S. West, Martha West. Total 32.

Butler County:—Ella Boaz, R. T. Finlay, Mary Muddell, Elizabeth Peterman, Maud Schwab, W. F. Sizelove, Tom Warr. Total 7.

Champaign County:—Margarett Bixler, E. L. Blair, A. B. Buroker, O. W. Cock, Oscar Eby, Anna Gabriel, Paul Gulich, Mrs. R. J. Harman, Mary Henson, Bertha Howell, Charles Jenkins, Myrtle P.

Klicks, W. A. Lowry, Leo McCaffery, J. C. Neer, W. N. Neese, A. E. Neff, V. R. Powell, Minnie Showers, J. E. Stayman, B. E. Stevens. Total 21.

Clermont County:—Jennie J. Buchanan, Florence Cram, W. B. Crane, Nellie Gregg, Stanley Gregg, Zella G. Howard, Anna B. Johnson, D. J. Lair, Ivah Peppers, Minnie Pierce, J. O. Ridings, Rhoda M. Welch. Total 12.

Clinton County:—Robert Burton, James Cochran, L. M. Hunt, G. G. Ireland. Total 4.

Columbiana County:—G. N. Armstrong, Maud Baum, Clara Beal, Adda Bennett, Mary Buchanan, Martha Caliebe, Mrs. J. D. Clements, Martha Coleman, Laura Conkle, Mary Crofts, Maude Dawson, Grace Faulk, Emma C. Fowler, Carrie Gauer, Anna Gardner, Elizabeth Griggs, Lulu Hanley, Lena Howard, Mrs. Delia Hayes, Laura Henry, Cora Henry, Mary W. Jackman, Effie Knowles, Jessie F. Manley, Isabella McClain, Grace B. Morgan, Angie Moore, R. E. Rayman, Margaret Roach, Charlotte Rose, Naonia Shontz, Eleanor Simms, Mary A. Smith, Elizabeth Stevenson, Anna Thompson, Florence Updegraff. Total 36.

Coshocton County:—George D. Cline, W. H. Everhart, J. E. Lyons, G. T. Machwart, R. L. McKee, Adam Miller, J. W. Pigman, Frank Pigman, A. D. Preston, J. H. Schooler. Total 10.

Crawford County:—E. J. Bitti-

kofer, F. G. Bittikofer, Ellen Bittikofer, E. C. Cover, Avery E. Davis, W. H. Ditty, Clara Fox, R. A. Garvin, Charles McLaughlin, Mrs. Pearl B. Todd. Total 10.

Cuyahoga County:—J. M. H. Frederick, Emily C. Harpham, Nola E. Mock, Maud Mullaly, Margaret O'Connor, Belle R. Te-gardine, Mary Venable, Ellen A. Wagar, Adelia Young. Total 9.

Darke County:—John Clarke, G. H. Garrison, C. W. Knoll, J. H. Martin, H. V. Morris, H. S. Thompson, Mabel Vermillion. Total 7.

Defiance County: — Walter Brown, S. F. Dickey, Genevieve Fouke, S. I. Gruner, Lo. Amy Heater, Erminie Schlegel. Total 6.

Delaware County: — C. P. Thompson. Total 1.

Fairfield County:—Bertha Ashbrook, William J. Dum, Edward C. Miller, Hattie E. Morris, J. D. Parrish, U. S. Ruffner, C. H. Uhl, Charles F. Wollenzein. Total 8.

Franklin County:—Effie Amlin, L. May Andrus, Salena Ballard, Nelle Billingsley, Annette Burk, Florence Colebeck, Mary Edna Davis, W. S. Dildine, Mary Earl, Pattie Eastman, Olive Flowers, Winifrede Gardner, H. C. Godown, Celia Gormley, Clare Gormley, Mollie Gormley, Elizabeth Gogle, Bertha Haberstick, Antoinette Haberstick, Mrs. Margaret Halley, Emma Harrington, S. E. Heller, C. A. Henderson, Louis Innis, Lida

Latham, Mollie M. Mahlman, Edith McGrew, Sue McLaughlin, Will C. Merritt, B. F. Miller, Effie Millar, Anna Riordan, Wesley Sagar, Max Seeds, Clare Seeds, Minnie Shrum, Ada Shull, Cora M. Slyh, Etta Snay, Maud Snay, W. S. Strong, Florence Swisher, Alice Swisher, Timothy Vance, Arza Wengert. Total 45.

Gallia County:—S. E. Gilbert, M. V. Ingles, H. Mae Priestley, A. C. Safford, F. F. Vale, R. E. Vale. Total 6.

Greene County:—John A. Smith. Total 1.

Hamilton County:—Emma Boyd, Olive Campbell, Almatie Coffeen, C. R. Coulthard, Jennie I. Cox, John Cronin, A. E. Davidson, Alice Day, Mary C. Dean, J. O. Dunkin, W. S. Gregg, Ruth S. Harvey, J. B. Johnston, Fannie B. Jones, Winifred Jones, G. M. McLaughlin, Mary E. Meurer, A. E. Moak, Luella Morgan, G. E. Reeves, David Spence, O. P. Voorhes, Charles Weir, Florence V. West, A. J. Willey. Total 25.

Hancock County:—L. C. Dipert, Dudley Kagy, W. H. Miller, Myrtle Powell, Gladys Strother, Mabel Stull, Jeston Warner, Harlon Wolford, Jessie Winbigler. Total 9.

Hardin County:—Robert J. Ewing, Bertha Hildebrand, Hayes McMillen, Jessie Myers, L. C. Orth. Total 5.

Harrison County:—Robert Allbaugh, Maude Bond, C. B. Borton, H. L. Brown, S. G. Cole, W. S.

Eagleston, L. B. Edgar, N. E. Hawkins, A. R. Heavlin, V. D. McConnell, J. K. Miller, I. E. Miller, Mrs. Kate Sheperd, W. W. Welch, Genevieve Wood. Total 15.

Henry County:—C. E. Henricks, W. W. Mohler, Anna Wilford, John A. Wright. Total 4.

Highland County:—C. H. Burton, A. W. Hatcher, Myrta Hatcher, Rosetta Lucas, W. C. Scott, Olive Sprinkle, Thomas Taylor, Clara Van Pelt. Total 8.

Holmes County:—G. G. Cole, W. C. Fankhauser, C. H. Korn, Albert Lanzer. Total 4.

Jackson County:—Lola Cherrington, Laura Dungan, Lizzie Dyer, Carrie French, Myrtie Long, Mame Steele, Mattie Swift. Total 7.

Knox County:—J. S. Barnhart, Walter Borden, Mrs. L. F. Fobes, A. C. D. Metzger, Guy C. Mitchell, W. B. Mossholder, B. S. Pheil, Lou Tressel, C. C. Underwood, Emma Weimer. Total 10.

Lawrence County:—A. B. Booth, E. O. Bradshaw, H. K. Brammer, S. M. Distrebut, Rachel Gillen, J. M. Howell, John Imes, Lenna Langdon, G. W. O'Neal, Lona Payne, Dora Payne, Madge Redeker, I. W. Riel, Joseph C. Riley, Omar Rucker, M. W. Russell, E. E. Shafer, Bert E. Smith, J. M. Taylor, C. F. Templeton, C. C. Townsend, Pricie Verigan, Robert Verigan, Florence Walters. Total 24.

Licking County:—Ella Barrick, Frank Burrell, Della Carter, Josie

Carter, Ida Cheek, J. C. Clifton, Alfred Condit, Ina Emerson, H. C. Fickell, John Handley, J. W. Horner, W. B. Howell, Kate Litzenberg, J. S. Mason, J. A. Meredith, E. Nile Redman, Perry Richards, Bessie Richardson, L. H. Smith, Bessie Spiger, Mary Stadden, Calvin Swygert, W. E. Teagarden, Lesta Tucker, Bithia Williams. Total 25.

Logan County:—John Beemer, Colin Campbell, G. H. Carpenter, Charles Cretcher, Eva Creviston, A. M. Crist, Lola Detrick, J. E. Dunaway, C. F. Heath, O. G. Hershey, William M. Hill, Grace Inskeep, Anna McElheny, Frank McLees, Laura Miller, Daisy Pool, Etta Shaw, M. E. Sullivan, S. J. Wagner, India Wolf. Total 20.

Lorain County:—Lillian Barber, Lewis Bennett, Rena Boice, Grace Brandan, W. S. Canfield, Jessie Chapman, R. T. Garrison, Myrtle Halliwell, Edna Hubbard, Ida Hubbard, Allie E. Kelch, Edward C. Koepke, Roy Lange, H. M. Morrison, Mary Perry, Eva Rawson, R. B. Richmond, Nellie Sweeny, Florence Theiman. Total 19.

Lucas County:—Martha Brown, Grace Donahue, H. B. Henderson, Mabel E. Hovey, H. A. Jones, Iva-dell Merseream, W. J. Proudfoot, Sarah Trumbull. Total 8.

Mahoning County:—George W. Alloway, Teresa Connors, Lorene Freedenberg, Carrie M. Kirk, Laura B. Milligan, Ada M. Sankey, Gertrude Woods. Total 7.

Marion County:—C. C. Smith.
Total 1.

Medina County:—G. E. Drushal,
I. Z. Zimmerman. Total 2.

Mercer County:—Eva Behymer,
T. G. Brandon, H. H. Hemmelgarn,
R. F. Stedeke, Henry J. Stelzer,
G. F. Stoner, W. S. Younger. To-
tal 7.

Miami County:—G. W. Beck, J.
M. Brokow, T. W. Murlin, C. L.
Van Cleve. Total 4.

Montgomery County:—William
H. Altamer, Mabel Bachman, El-
mer I. Bright, George W. Brower,
Pearl G. Carl, Waldo F. Denlinger,
John W. Edwards, H. E. Eidenmil-
ler, Emmet Everitt, Perry O. Get-
ter, W. L. Hollenbaugh, Hattie C.
Hyre, Howard A. Klepinger, Belle
Mast, Hiram W. Mumma, Cora E.
Pflaumer, H. B. Stoner, J. W.
Waymire. Total 18.

Morgan County:—C. F. Evans,
M. Lulu Melick, S. H. Mott, Juddie
Patterson, Lloyd Patterson, J. S.
Taylor, C. C. White. Total 7.

Morrow County:—Kathrine Buck,
F. H. Flickinger, Clayton James,
Charles Meredith, Clifton Sipe,
Metta Wood. Total 6.

Muskingum County:—J. W.
Frazier. Total 1.

Noble County:—Bell Archer, J.
E. Danford. Total 2.

Paulding County:—Henry Ack-
ley, E. A. Barnes, Mrs. Mary Dur-
ling, Marguerite McCabe. Total 4.

Perry County:—Harry Bope,
Mayme Dambach, George W. De-
Long, Mary MacEachen, Henry

McLaughlin, J. W. Newberry,
Mayme Overmeyer, Marietta Sny-
der, Pamela Snyder, Sedda Strick-
ler, M. E. Swinehart, Mae N.
Trew, C. L. Williams, Ruth Yost.
Total 14.

Pickaway County:—C. L. Boyer.
Total 1.

Pike County:—W. P. Buchert,
Fairie Cline, F. E. Reynolds. To-
tal 3.

Preble County:—C. M. Agler,
H. T. Brown, G. W. Izor, O. P.
Kimmel, Elma L. Maclay, May
Marble, A. V. McClure, D. A. Pet-
ry, F. P. Saylor, R. H. Siler, M. J.
Stafford. Total 11.

Putnam County:—C. C. Switzer.
Total 1.

Richland County:—O. N. Ged-
dis, H. H. Phelps. Total 2.

Ross County:—Maggie Murphy,
Fannie Rorer, Otto Towers, Jessie
Woods. Total 4.

Sandusky County:—E. B. Tho-
mas. Total 1.

Shelby County:—Dora Cargill,
August Gudenkauf, G. M. Hill,
Adolph Ratermann, W. E. Thomp-
son, Charles Wyatt. Total 6.

Stark County:—Nellie Breece,
Mary Danner, Walter Glass, G. W.
Hay, Raymond Hayman, W. M.
Jones, H. C. Koehler, C. W. Meyer,
O. B. Pfouts, Delbert Roath, Ida
Sauesser. Total 11.

Trumbull County:—Carrie Bel-
lard, Lyle Birch, Rebecca Cook,
Jennie Graham, Mary Griffith, C.
W. Harshman, Ruth Harshman,

Ina Kirtland, Lizzie Lloyd, Harriot Maltby, Lovicy Moran, Frank L. Morrison, Letta Rhodes, Edith Rice, F. J. Roller, Clara, Seagreaves, E. J. Southwick, Mrs. J. C. Southard, Bertha Wilderson. Total 19.

Tuscarawas County:—C. W. Hamilton, Florence Harper. Total 2.

Union County:—Jennie Cody, L. N. Davis, F. M. Hammond, John E. Harris, M. B. Liggett, Mrs. Alice McKitrick, Mary Wilson. Total 7.

Van Wert County:—Jennie Arthur, C. M. Deniston, Frank Drathman, J. A. Greulah, Henry Holdgreve, Rosa T. Lindeman, J. Alta Mohr, Mame Ostendorf, Ella Peltier, Marie Peters, J. R. Tillotson, Anna Welch. Total 12.

Vinton County:—Minnie Soule. Total 1.

Washington County:—E. E. Barnhart, E. W. Jordan, Amelia Weber, Mary E. Wiper. Total 4.

Wayne County:—Jennie Acker, Martha Bauman, C. W. Biddle, A. J. Collier, Rose Dausman, Mary G. Ebright, C. E. Fisher, Carrie Harsh, Ella Hoffstott, Isa V. Hughes, Anna D. Hurst, Lura B. Kean, Fannie Liggett, Lucy A. Miller, Ella J. Milligan, Ida McMonigal, W. D. Mumaw, S. M. Myers, Lucy Saybolt, Orin Wagner, Sara Whitmore, H. D. Wile. Total 22.

Wyandot County:—W. S. Bliss. Total 1.

A SHORT HISTORY OF THE OHIO TEACHERS' READING CIRCLE.

By J. J. Burns.

Centennials and cardinal fractions thereof are generally thought to be fit times for looking back along the path by which we have come to the present. If one hunts carefully and puts upon paper what he finds, the result may not be history but it will be of help to him who shall one day write the history.

In the year A. D. 1882 the Ohio Teachers' Association held its annual session within sound of great Fall at Niagara. The program doubtless contained many pertinent subjects discussed by capable speakers, but my copy of the MONTHLY containing the published proceedings has followed the Arab. However, some portions thereof remain writ large in my memory, and I can hear Venable summing up the virtues of that great scholar, W. D. Henkle, then recently passed from among us, and I can listen to Mrs. Delia L. Williams as she speaks ringing words of appreciation of certain books which had helped her in her career as a teacher, and as, concluding, she leaves with the Association a question of moment. Cannot this organization prepare a course of reading, and in some way place it before the teachers of the state and induce them to study it?

This appeal stirred the hearts of many of the audience. A motion

was proffered by Dr. E. T. Tappan, that a committee be appointed whose function it should be on the next day to answer yes or no to the reader's question. Dr. Tappan asked the privilege of naming the committee, and on the morrow Mrs. Williams, Dr. John Hancock, and the writer of this sketch with one mind replied a hopeful affirmative.



DELIA L. WILLIAMS.

The Association then gave the same committee a year to think about the whole subject and asked for a fuller report at the next meeting, in 1883, at Chautauqua.

This report was in due time read by the chairman of the committee, and had, I think, been in the main prepared by her. It would be well to embody it here did my space permit. Liberal quotations follow:

1. "The reading is likely to be done thoroughly, because it is done in the expectation of being questioned upon the matter read. * * * It brings teachers into intellectual companionship and sympathy. * * *"

2. "Your committee recommends that the course of reading be in part professional, and in part literary. * * *"

3. "Your committee suggests a four years' course * * * also an examining board of four persons."

4. "The committee further recommends the election of a State Committee consisting of one member from each county, whose duty it shall be to present this matter at the county institute, and especially to confer with the county board of examiners as to the propriety of attaching some value to the certificates or diplomas of the State Association in their estimate of a teacher's fitness for his duties * * *"

5. "Your committee suggests, in case of the adoption of the essential features of this report, that a committee be appointed early in the session to define and report before the final adjournment, a course of reading."

The report ended with two resolutions to the effect that the Association proceed to form an organization for reading and study, to be known as the "Ohio Teachers' Reading Circle," that this Cir-

cle be "under the care and direction of the Ohio Teachers' Association."

This report was accepted and adopted upon motion of Dr. Tappan, and thereupon Dr. Hancock moved the appointment of "a committee of five to report tomorrow morning a plan of organization." This motion being carried "the chair appointed Mrs. D. L. Williams, John Hancock, J. J. Burns, Harriet L. Keeler, and R. W. Stevenson." * This committee was in session for several hours of the night in a parlor of the Old Palace Hotel, and the result of their labor was given in the form of two resolutions, read by their secretary to the Association, Thursday morning, after "the exercises were opened by singing the Doxology and repeating the Lord's Prayer."

These resolutions being adopted placed in the hands of a Board of Control consisting of eight members elected by the Association, "the selection of a course of professional and literary reading, the issuing of certificates of progress, and the granting of diplomas as evidence of its completion. The board shall choose one of its own number to act as corresponding secretary."

By direction of the Association President George W. Walker, later in the session, appointed the first Board of Control: Mrs. Delia L. Williams, J. J. Burns, John Hancock, E. A. Jones, Miss Kate Bren-

nan, R. W. Stevenson, W. W. Ross, G. A. Carnahan.

The board organized by choosing Mrs. Williams president, a position she has ably filled all the years since. E. A. Jones, corresponding secretary, and for the "State Committee" of the original report, decided to ask the various county institutes to appoint each a county secretary for the O. T. R. C. who should represent the Board of Control in their respective counties.

Mr. Jones's successors, up to the present secretary, were Charles Hauptert and O. T. Corson, each of the three having found the duties of the office too heavy when added to those already upon their shoulders, and each being relieved at his urgent request.

The Circle year, 1883-84 was the first year of actual work—a movement then got under way which has spread over a large part of the United States. What it has accomplished in results which may be put down in figures we might learn from some committee dowered with infinite patience and a genius for statistics. Its other and better results can never be summed. The number of paid members of the O. T. R. C. has slowly increased from a few hundred to near seven thousand. This greater number might be doubled, and easily, if those to whom it makes its annual appeal, especially

the superintendents of the larger towns and cities, should feel an interest in the cause, and show it.

One may study as patiently as one ever did and yet not be able to tell why the Circle should flourish in a certain county like a green bay and in the adjoining county not be able to take root at all. The table of statistics bristles with interesting problems.

The future existence of the O. T. R. C. will depend upon as the degree of prosperity thus far enjoyed has resulted from the finding in a large number of the counties of some one each year who is willing to do a good deal of unpaid labor.

In 1887 the Circle held its first commencement. The O. S. T. A. met at Akron. Persons entitled to diplomas were invited to be in attendance and quite a number out of a class of 106 were there. The names of several of them are familiar to Ohio school folk, two of them members of the present Board of Control. Secretary Jones presented the class, the President of the Board made the members a happy address and presented them their diplomas.

This custom was kept up for several years, but fell into disuse on account of the small fraction of the class who would devote the time and money necessary to making the journey to the place of meeting. The diplomas are now sent to the county secretaries, and at many in-

stitutes each year an hour is set aside for a reading circle commencement.

For the first half of the almost two decades touched upon in this essay the statistics were given from time to time in the EDUCATIONAL MONTHLY and a summing up with the proceedings of the Board and Courses of Reading was presented to the O. S. T. A. at its annual session, but these various matters were not brought together into an annual report, till upon Mr. Haupt's resignation and Mr. Corson's acceptance of the office of Secretary—the revised constitution of 1892 made the Commissioner a member ex officio of the Board—the latter issued an "institute circular" whose contents were largely Reading Circle matter. The present Secretary for an apparent reason changed the name to "bulletin."

In 1889 Mr. Jones reported a paid membership of 982; fees paid in amounting to \$245.60, from thirty-six counties, Tuscarawas bearing the bell with Franklin coming next, and the Secretary very properly saying: "the enrolled membership does not by any means indicate the amount of work accomplished through the agency of the Reading Circle."

In 1892, Mr. Haupt's last year as Corresponding Secretary, the Secretary reported: "the outlook has never been so encouraging as at the present time. During the year, 1,700 members from 53 coun-

ties paid the membership fee, but this does not represent the number of readers. Many readers do not desire to pay the fee, while others do not pay because the county secretaries are negligent in their duties. The largest individual circle of the year, 163 members, was in Columbus, under the direction of Miss M. W. Sutherland." Miss Sutherland has for the past ten years been the eminently worthy Recording Secretary of the Board of Control.

The number of diplomas granted the last seven years, including the present, in their order is 151, 220, 359, 605, 629, 751, 596.

The number of members for the past eight years respectively is 2441, 5532, 5797, 5749, 6363, 6103, 6765, 6746. An increase of over 60 per cent in the membership was made during Mr. Corson's secretaryship.

At the session of the O. S. T. A. in 1890, Warren Darst by request of the Board read a paper entitled: Shall We Have a Pupils' Course? Closing the discussion thereon, Supt. E. B. Cox offered a resolution instructing the Board of Control to prepare a reading course for pupils. This was promptly done. The course was tendered to the superintendents and teachers. There is reason to believe that great good has come from it. Many clubs of pupils, led by their teachers, read it, many superintendents place it before their schools for supplementary reading, and we know of its

being often referred to by persons who are choosing books for school libraries. (I have seen some very interesting Pupils' Reading Circle commencements.)

The entire cost of the Pupils' Circle is paid from the O. T. R. C. treasury. It involves the service of a clerk, the procuring of certificates and diplomas and the outlay for expressage and postage. In the Circle year just closed the number of Pupils' Certificates issued is 16,059; Elementary Diplomas 1,336; High School Diplomas 410.

In the early days of this reading republic Dr. Findley, then editor of the OHIO EDUCATIONAL MONTHLY, prepared helpful articles supplementing the Circle Course and opened his columns to others. This good leading has been continued and extended in the MONTHLY under its present management, and following are some of the writers who have contributed to the "O. T. R. C. Department" of this journal as it was formally opened by Mr. Corson in September, 1895, and placed to a great extent in care of the Corresponding Secretary: J. P. Gordy, Chas. A. McMurry, Alfred S. Johnson, J. D. Simkins, Arnold Tompkins, Charles DeGarmo, Leander S. Keyser, C. W. Bardeen, Edwin S. Potter, J. J. Bliss, Reuben Post Halleck, James Newton Baskett, Caroline H. Parker, L. F. Chalfant, Daniel Putnam, M. E. Hard, D. Lange, Kittie McCloy, Brander Matthews, B. A. Hinsdale,

O. T. Corson, Ruric N. Roark, Harry Pratt Judson, Warren Darst, Margaret W. Sutherland, Charles Hauptert. The *Ohio Teacher*, at Marietta, and the *Teachers' Advance*, at Ironton are also conducting excellent O. T. R. C. departments.

The names of the members of the first Board of Control have been given in this essay. The present organization consists of Mrs. D. L. Williams, Miss Margaret W. Sutherland, S. T. Dial, Charles L. Loos, Jr., Warren Darst, E. A. Jones, Charles Hauptert, J. J. Burns, and Lewis D. Bonebrake, ex-officio.

Persons who faithfully served as members of the Board but whose names have not appeared in this narrative are W. S. Eversole, F. B. Dyer, H. N. Mertz, E. S. Cox.

In bringing by main force to a close this chapter of events which is to make part of a half-century's history, I feel that it has not been an easy task. The material was scattered along nineteen years, but when collected, its abundance was embarrassing, and in spite of me it grew too long for the space I was

asked to fill. I have gone over it and shut off all the lecturing. Errors of fact have, I hope, not crept or sprung in. Errors of judgment were likely, those of taste inevitable.

I hope that it will do injustice to no one. I trust that the light it may throw upon the O. T. R. C., its aims and methods, will gain the Circle new friends, and yield a degree of satisfaction to those who have long worn the armor.

For its final thought it bears a message received this day from Mrs. Williams. "The Reading Circle has accomplished much more and something less than I had hoped. I wish the Course might be required of all inexperienced teachers who do not hold a diploma from a school of advanced grade, and that they were required to take a pretty rigorous examination upon it. Perhaps this is too much to hope for."

A resolution of the Ohio Association of School Examiners two winters ago pointed in this direction, and some County Boards are carrying it into effect.

HELPS, HINTS, AND SUGGESTIONS.

**POPULATION OF THE UNITED STATES
AT EACH CENSUS SINCE 1790,
AND BY STATES AND
TERRITORIES IN
1900.**

The following tables, containing much valuable information for reference in the school room, are taken from Census Bulletin No. 64:

Census Years.	States and organized territories, etc.	Indian Territory, Indian reservations, etc.	Alaska.	Hawaii.
1900 ..	75,559,258	526,536	63,592	154,001
1890 ..	62,622,250	325,464	32,052	89,990
1880 ..	50,155,783	.....	33,426	.....
1870 ..	38,558,371	.....	.....	.....
1860 ..	31,443,321	.....	.....	.....
1850 ..	23,191,876	.....	.....	.....
1840 ..	17,069,453	.....	.....	.....
1830 ..	12,866,020	.....	.....	.....
1820 ..	9,638,453	.....	.....	.....
1810 ..	7,239,881	.....	.....	.....
1800 ..	5,308,483	.....	.....	.....
1790 ..	3,929,214	.....	.....	.....

States and Territories.	Population in 1900.	Indians not taxed in 1900.
The United States	76,303,387	129,518
<i>States.</i>		
Alabama	1,828,697	.....
Arkansas	1,311,564	.....
California	1,485,053	1,549
Colorado	539,700	.....
Connecticut	908,420	.....
Delaware	184,735	.....

States and Territories.	Population in 1900.	Indians not taxed in 1900.
Florida	528,542	.....
Georgia	2,216,331	.....
Idaho	161,772	2,297
Illinois	4,821,550	.....
Indiana	2,516,462	.....
Iowa	2,231,853	.....
Kansas	1,470,495	.....
Kentucky	2,147,174	.....
Louisiana	1,381,625	.....
Maine	694,466	.....
Maryland	1,188,044	.....
Massachusetts	2,805,346	.....
Michigan	2,420,982	.....
Minnesota	1,751,394	1,768
Mississippi	1,551,270	.....
Missouri	3,106,665	.....
Montana	243,329	10,746
Nebraska	1,066,300	.....
Nevada	42,335	1,665
New Hampshire	411,588	.....
New Jersey	1,883,669	.....
New York	7,268,894	4,711
North Carolina	1,893,810	.....
North Dakota	319,146	4,692
Ohio	4,157,545	.....
Oregon	413,536	.....
Pennsylvania	6,302,115	.....
Rhode Island	428,556	.....
South Carolina	1,340,316	.....
South Dakota	401,570	10,932
Tennessee	2,020,616	.....
Texas	3,048,710	.....
Utah	276,749	1,472
Vermont	343,641	.....
Virginia	1,854,184	.....
Washington	518,103	2,531
West Virginia	958,800	.....
Wisconsin	2,069,042	1,657
Wyoming	92,531	.....
Total for 45 states	74,607,225	44,617
<i>Territories.</i>		
Alaska	63,592	.....
Arizona	122,931	24,644
District of Columbia	278,718	.....

States and Territories.	Population in 1900.	Indians not taxed in 2900.
Hawaii	154,001	.....
Indian Territory....	392,060	51,393
New Mexico.....	195,310	2,937
Oklahoma	398,331	5,927
Total for 7 territories	1,604,943	84,901
Persons in the military and naval service of the United States (including civilian employes, etc.) stationed abroad..	91,219	.....

INFINITIVES AND PARTICIPLES.

By J. T. Thompson.

In submitting the following discussion on the two important kinds of words, ordinarily called *verbals*, which are intermediate between verbs on one hand and nouns or adjectives on the other, I am not unmindful of the task before me.

These words are formed from verbs and retain some of the characteristics of verbs, but as they do not predicate anything of any subject of a sentence, they cannot be called verbs. They also take upon them the modifications of nouns or adjectives.

These very important words are *noun-verbals*, called *infinitives*; and *adjective-verbals*, called *participles*.

There are, perhaps, no other class of words that exert such a potent influence in linguistic dis-

cipline as do these two classes of words; and further, as the proper study of the words and their relations of a language is an intellectual discipline of the highest order, it would seem that more careful study and teaching should be given to these two very significant classes of words than is usually given.

In all deference to my fellow teachers, I am constrained to say, judging from our *best* standard authorities, that this haphazard, unwarranted, and unindorsed teaching of the *infinitives* and *participles* should be greatly modified.

In the name of all that is good in the discipline of language, how are we to expect students to become qualified in the construction and theory of the English language, if one teaches that one class of the abstract verbal-noun is a *participle*, and another that the same abstract verbal-noun is an *infinitive*?

We teach everywhere that the law of language is the usage of the *best* writers and speakers, and *best* authority.

Confining ourselves to the foregoing statement, we are not sustained in teaching to classes, and publicly instructing teachers that we have such construction as a *participial abstract verbal-noun*. If we have, name the authority sustaining it. If we have not, then why teach it? Why publish it? Is it right to teach and publish constructions in direct opposition to *BEST* authority? How are county

examiners over the state to weigh manuscripts?

"Oh, consistency, thou art a jewel."

Fellow teachers, let us examine the following expressions with care and thought:

We will begin by saying that the *infinitive* is substantially the *verbal-noun*, and the *participle* substantially the *verbal adjective*, and call attention to the departures as we proceed.

(a) *To see* is *to believe*.

(b) *Seeing* is *believing*.

(a) *To climb* steep hills requires labor.

(b) *Climbing* steep hills requires labor.

(a) He enjoys *to live* in the woods.

(b) He enjoys *living* in the woods.

(a) I had hoped never *to see* him again.

(b) I had hoped never *seeing* him again.

If (a) in the foregoing is the *simple infinitive* used as a noun, then (b) is the *gerundive infinitive* used as a noun.

(a) *Spelling* is easier for some than for others.

(b) Good *spelling* is commendable.

(c) *Spelling* long words requires care.

In (a) *spelling* under one consideration might be called an *infinitive verbal noun*; under another, it might be called a pure noun.

In (b) *spelling* is a pure noun, being modified by the adjective *good*.

In (c) *spelling* is an *infinitive verbal noun*, being accompanied by an object, "words."

(a) Wit consists in *discovering* likenesses.

(b) I remember his *pointing* you out to me.

(c) Your *reasoning* is false.

In (a) *discovering* is an *infinitive verbal-noun*, taking the objective likenesses.

In (b) and (c) *pointing* and *reasoning* are *infinitive nouns* modified by the possessives *his* and *your* respectively.

Notice carefully the following pairs of statements:

(a) His arm was cramped from his *having been writing* all morning.

(b) *Having been writing* all day he was tired.

(a) She disliked *being called* proud.

(b) She *being called* proud, became offended.

(a) His chief difficulty is *learning* to spell.

(b) Mr. Brown, *learning* of the sad accident, returned home.

(a) What signifies *wishing* and *hoping* for better things.

(b) She, *wishing* and *hoping* for better things, signified but little.

In (a) of the foregoing pairs of sentences, we have the *infinitive verbal noun*; and in (b) we have

the same expression as a participle used adjectively.

The infinitive with the preposition *to* expressed or understood may fill the office of a noun, adjective, or adverb; thus,—

To be free is *to be* happy.
(Nouns.) They gave me water *to drink*. (Adj.) I have come *to see* you. (Adv.) The participle's principal use is that of a verbal-adjective; thus,—*Giving* her a smile, he passed on. (Adj.)

Children, *walking* in the park, stopped to see the birds. (Adj.) *Having read* the letter, he turned away. (Adj.)

Shame *being lost*, all virtue is lost. (Adj.)

Hundreds of examples of the above nature might be cited.

"She comes down from heaven to his help, *interpreting* for him the most difficult truths, and *leading* him from star to star."

In the foregoing sentence, *interpreting* and *leading* are regarded as participles used adverbially by good authority; others would say that these words here have their ordinary use and describe *she*. The adverbial force seems to be much the stronger.

The participle may be used as a noun, like any ordinary adjective; thus,—

"The *living* and the *dead*; the *tempted* and *tried*; the *lost*, *buried*, and *forgotten*."

Note carefully, that in all such cases, the word loses its force of a

participle and becomes a simple adjective used as a noun.

The ordinary difference of opinion among teachers, concerning verbals, is in words ending in *ing*. We cannot give a less number than four parts of speech, ending in *ing*; thus,—

(a) Adjectives:—The *rising* sun; the *living* giant; the *running* horse; the *morning* dew.

(b) Nouns:—He came in the *morning* and returned in the *evening*; the best thoughts and sayings of the Greeks; the moon caused frightful forebodings; those opinions and feelings; the main bearings of the machinery.

(c) Infinitives:—She understands *boiling* an egg quite well; Gladstone was fond of *chopping* down trees; she was not distinguished for telling the truth.

(d) Participles:—Hearing a noise, I went to the door; a man, hastily writing a letter, sat at the desk; camels, crossing the desert, go many days without water.

The writer believes that the foregoing outline of the distinctive difference between the *infinitive* and *participle* is sustained by all best authority. The dissenting authorities are either writers of many years ago, or not of first repute.

Here are a few of the many scholarly writers who sustain the foregoing: Whitney, Lockwood, Buehler, Coy, Baskervill, Bain, Meiklejohn, Morris, Sewell, Garrett, Metcalf, Maxwell, Welsh, Swinton,

Abbot, "Century Dictionary," International Dictionary" and "Standard Dictionary."

The discussion here given is most respectfully submitted to all thoughtful teachers and students for their careful consideration.

COUNTY EXAMINATION QUESTIONS.

[Each month examination questions from some county in the state will be published for the benefit of teachers who desire to know something of the character of the questions asked in the different counties or who desire to make use of such questions in their own study or teaching.]

Muskingum County.—Examiners, James M. Carr, J. W. Plants, and J. W. Frazier.

PEDAGOGY.

1. What are the qualifications of a good teacher? 2. What is the best way to cultivate literary taste? 3. Mention the "mechanics" of composition. How should a knowledge of these be reached, and at what age? 4. Should elementary science work be qualitative or quantitative? Why? 5. What effect has nature-study upon the inner life? 6. What can you say of the topic method in its adaptability to the study of geography? Make a model geography topic outline. 7. What is meant by induction? Deduction? 8. What results did Roman education seek? What is the purpose of the American school?

(Writing will be graded from this manuscript.)

CIVICS.

1. What judicial function has Congress? What constitutes treason against the United States? 2. What inferior courts have been established by Congress? Are they constitutional or statutory? 3. How many representatives in the lower house of Congress? How many members in the Electoral College? 4. Explain the advantages in the bicameral system in Congress. State the general principles involved in the mode of electing the members of the lower house. 5. Is there any power in the United States above Congress? If so, what is it? 6. Speak of the President's share in legislation. How may he initiate legislation? Each state is entitled to how many delegates in a national convention? Is the creation of executive departments constitutional or statutory?

GEOGRAPHY.

1. The existence of all life on the earth depends upon what? 2. In what ways may the earth be considered, and what branch of geography treats of each? 3. Bound France and West Virginia, and give the capital of each. 4. Name the extremities of each of the continents. Name the grand divisions in order of size, giving area, highest mountain, largest river and important city of each. 5. Describe the fauna and flora of Australia.

6. What is the maximum density of water? If it was not for the maximum density of water, how much of the globe would be incapable of sustaining its present life? 7. The earth is nearest the sun about January first. Why is the sun so much warmer in July, than on the first of January? 8. Name the Barbary states, and give the capital of each. 9. Give the rank of the United States in each of the principal occupations of men. 10. What are the safety valves of the planet on which we live, and why so called? How many safety valves on our planet, into how many and what classes divided, and what regulates their distribution?

PHYSIOLOGY.

1. Describe the eye, and illustrate by diagram. 2. Describe the structure, function, and location of ciliated cells. 3. What are the principal nitrogenous foods? The principal carbonaceous? How do clothing and shelter economize food? 4. Describe rather minutely the internal ear, and state the function of each of its parts. 5. Discuss nerve-energy and nerve-waste, giving copious illustrations throughout your discussions. 6. Why does one stagger when under the influence of alcohol? What effect has alcohol on moral and intellectual powers?

ALGEBRA.

1. A grocer sold 5 pounds of coffee and 4 pounds of sugar for

\$1.24; and, at the same prices, 7 pounds of coffee and 8 pounds of sugar for \$1.88. Find price of a pound of each.

2. Find value of x : $\frac{3x+3}{7-x} = \frac{5x}{6-x} - 2$

3. If the greater of two numbers be added to 1-3 of the less, the sum will be 19; but if the less be diminished by 1-5 of the greater, the difference will be 9. Find the numbers.

4. Resolve into factors: $f^2x^2 + g^2x^2 - ag^2 - af^2$.

5. The length of a field is twice its width, but if each dimension were 5 rods shorter, the area would be 3-8 as great. Find the dimensions.

6. $(x-2)(y+3) = 16$.

$xy = 20$.

Find values

of x and y .

7. The difference of two numbers is 2, and the difference of their squares, 28. Find the numbers.

8. A bought a number of sheep for \$90; if he had bought 15 more for the same amount, he would have paid \$1 less for each. Find the number bought.

9. Find three consecutive numbers whose sum shall equal 69.

10. Solve for x : $x^2y^2 - 216 = 15xy$.

$x + y = 10$.

ARITHMETIC.

1. A pole 39 feet high stands at one of the vertices of an equilateral triangle. A rope 89 feet in length attached to the top of the pole will just reach either of the other vertices. What is the area of the triangle? 2. How much is wasted in

cutting the largest possible cube from a globe 10 inches in diameter?

3. Divide \$636 between two girls whose ages are 13 and 16 years respectively, so that each share being placed at simple interest may amount to the same sum when they become respectively 21 years of age, money being worth 5 per cent. 4. At 4 per cent, a certain principal amounts to \$500 for a certain time, and at 9 per cent for the same time, it would have amounted to \$625; find the time. 5. Suppose 6 per cent mining stock cost me 20 per cent less than 5 per cent canal stock, but my income from each is \$300; if the whole investment brings me 6 per cent, find cost of each kind of stock. 6. I contract to supply dressed poultry for \$100, if fowl can be procured at 4 cents a pound; but if they can be procured at 3 cents, I will deduct $12\frac{1}{2}$ per cent from my bill; find the cost of dressing per pound. 7. My agent sold pork at 7 per cent commission; increasing the proceeds by \$6.20, I ordered him to buy cattle at 3 $\frac{1}{3}$ per cent commission, but they declined in value 33 $\frac{1}{3}$ per cent, and my total loss was \$102.20; find value of pork. 8. Bought goods on 3 months credit; after 7 months I sell them for \$1,836, 5 per cent off for cash; my gain is 14 per cent, money being worth 6 per cent; what do I pay for the goods? 9. A 9 inch ball is in the corner where walls and floor are at right angles; what must be

the diameter of another ball which can touch that ball, while both touch the same floor and the same walls? 10. Four men, A, B, C, and D, own a grindstone, 40 inches in diameter. It was agreed that A should grind off his share first, then in turn, B, C, and D. How many inches must each grind off from the semi-diameter, to get an equal share, allowing 4 inches waste at the center for the shaft?

GRAMMAR.

1. How is it possible for a person to learn to speak and write correctly without studying grammar? Why study grammar then? How does it happen that some children learn to speak and write correctly, and others incorrectly? 2. Write a sentence containing two subordinate clauses, one adjective clause, and one objective clause. 3. Write a sentence in the imperative mode, third person, passive voice. 4. Give difference and resemblance between participles and adjective. 5. Give synopsis, emphatic form, of the verb write in its various modes and tenses. 6. Prove by sentence that the pronoun is used for convenience only. That a relative pronoun is one whose antecedent may be in the first, second, or third person. That auxiliary verbs are defective. 7. Use an infinitive in absolute case by inscription; in absolute case by exclamation; in apposition with a phrase. 8. Paraphrase:

Full many a gem of purest ray serene

The dark unfathome'd caves of ocean bear:

Full many a flower is born to blush unseen,

And waste its sweetness on the desert air.

9. Diagram:

What if the sun

Be center to the world and other stars,

By his attractive virtue and their own

Incited, dance about him various rounds?

ORTHOGRAPHY.

1. Draw a diagram showing the division of syllables, accents, and words. 2. Distinguish between the following synonyms: Desert, forsake; absolve, acquit; aged, old; avow, admit; account, recital; hearken, listen; pale, wan; murder, assassinate. 3. Define: Codicil, nucleus, chicane, archives, notary, affluent, lethargy, tocsin, effigy, demise, subterfuge, hilarity, onerous, homiletical, billingsgate, malfeasance, protege, damson, tryst, ermine. 4. Write correctly: Swara, bivwak, fizek, retrocede, precedence, falable, supercede, sinoshur.

HISTORY.

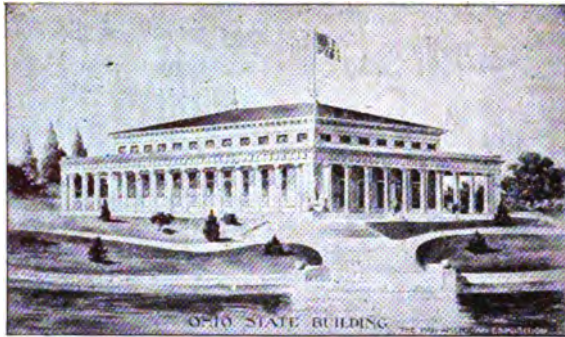
1. What is meant by the institutional ideas in history? 2. Is the Declaration of Independence sound political doctrine? Cite instances justifying your answer. Does it accord throughout with the life and

character of Jefferson? 3. Give an account of the struggle between President Jackson and the United States bank. Has our later experience tended to justify the judgment of Jackson concerning national banks? 4. Enumerate the commercial panics in the history of the United States. How far have these panics had similar causes? How far dissimilar ones? 5. Name four conditions out of which the greatness of this country has come. 6. Name five books which you consider well adapted to awaken in the minds of young pupils a love for United States History.

OHIO DAY AT THE PAN-AMERICAN EXPOSITION.

"Gentlemen," said James G. Blaine, in his address of welcome to the Pan-American Conference in Washington, October 2, 1889, "we meet in the firm belief that the nations of America ought to be and can be more helpful, each to the other, than they now are, and that each will find advantage and profit from an enlarged intercourse with the others." And again he said: "Your presence here is no ordinary event. It signifies much to the people of all America to-day. It may signify far more in the days to come."

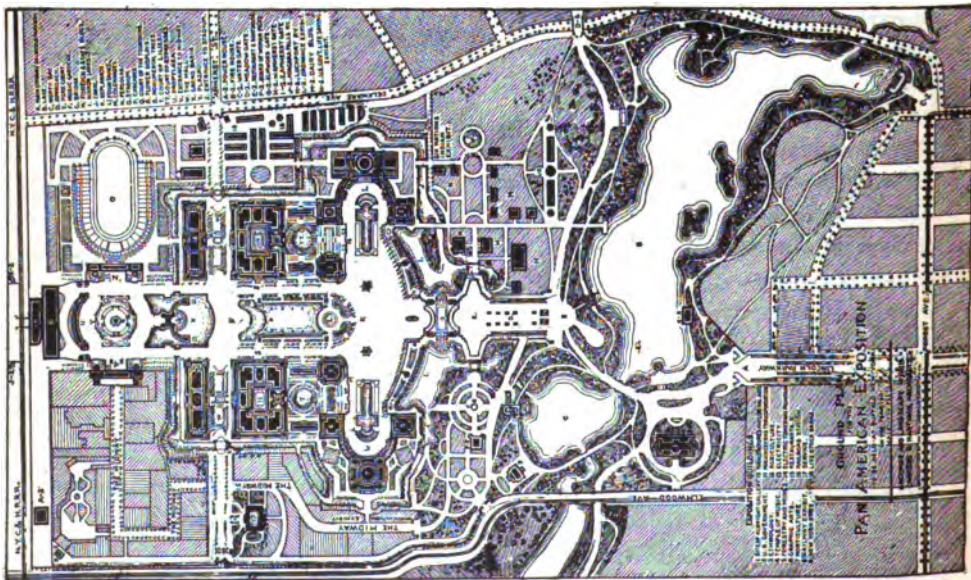
In his annual message to Congress, December, 1899, President McKinley said: "The Act to encourage the holding of the Pan-American Exposition on the Nia-



gara Frontier, within the County of Erie or Niagara, in the State of New York, in the year 1901, was approved on March 3, 1899. * * * I have every reason to hope and believe that this Exposition will tend more firmly to cement the cordial relations between the nations on this continent."

The preceding quotations serve to show something of the origin and

importance of the Great Exposition now in progress at Buffalo. Teachers will find in this Exposition an excellent opportunity to study the customs, habits, and products of the other governments found on the American continents. One of the most important of the long list of Special Days is "Ohio Day," which will occur on July 18. Coming on Thursday of the week



following the N. E. A. Meeting at Detroit, Ohio teachers and their friends should arrange, if possible; to be present and join in the exercises appropriate to the day.

CURRENT HISTORY.

By F. B. Pearson.

The recent census of England and Wales shows the population of the kingdom to be 32,525,716, an increase since 1891 of 3,523,191, or 12.15 per cent. The increase in the preceding decade was something more than eleven per cent.

* * *

Four years ago M. Menier, the great chocolate manufacturer of Paris, purchased the island of Anticosti at the mouth of the river St. Lawrence with the ostensible object of making it a game preserve. The island is about one hundred and thirty miles long by thirty miles wide and contains about two and a half million acres. The government of Canada still claims sovereign rights over the island, but this claim would amount to but little in the event of a war between France and England.

* * *

The jubilee convention of the Y. M. C. A. was held at Boston, June 11-16. The first association was organized fifty years ago in the mercantile house of Hitchcock, Williams & Co., in London. The founder, Sir George Williams, has been permitted to witness a marvelous expansion of the organiza-

tion which has brought so much honor to his name. The total membership is 521,000 with property valued at \$26,000,000 and libraries aggregating 490,000 volumes. Every railroad center of importance in the United States has its association and the meetings show an annual attendance of about 250,000. There are twenty secretaries of the international committee in India, Ceylon, Japan, China, and Brazil.

* * *

The little republic of Andorra which reposes in a peaceful valley in the Pyrenees between Spain and France, contains about one hundred and seventy-five square miles, only a little more than half the area of Greater New York. For more than a thousand years has this republic enjoyed independence at the cost of obscurity. The government is vested in twenty-four consuls and a syndic, while its resources are the flocks that graze upon the pastures and the product of a few iron mines.

* * *

War in South Africa at the present time is particularly trying as the rigors of the wintry weather are beginning to tell upon the soldiers. Almost every species of shelter has been destroyed during the progress of hostilities, which adds greatly to the horrors of the situation.

* * *

Russia has assumed complete control of affairs in Finland and the women in the country are clad

in black to betoken their woe at the death of Liberty. When the Russian officials took charge of the postal system they abolished the Finnish stamps, whereupon the Finns issued a "mourning stamp" entirely black save the red arms of Finland and the name of the country, and these they affixed beside the Russian stamp. Thus the struggle goes on, and the Finn is now virtually "a man without a country."

* * *

In the Bodleian library at Oxford have recently been found a number of hitherto unknown poems of King James I bearing the royal autograph.

* * *

During the past year about 65 per cent of Canadian imports were received from the United States, while less than 25 per cent came from England in spite of the advantages that that country has in discriminating duties. The two countries may never have the same flag, but their commercial interests are largely identical.

* * *

The expenditures of England during the past fiscal year exceeded the receipts by about \$285,000,000;

hence it became necessary to increase the revenue and this was done by placing a tax of about one cent per pound upon imported sugar and one shilling a ton on the export of English coal. The war in South Africa has cost the country \$750,000,000 and the stress of the financial situation is now being felt by all classes.

* * *

Sir Edwin Arnold is now totally blind and unable to walk without assistance, but his mental powers are quite unimpaired. In spite of his infirmities he has recently dictated an epic poem of 4,000 lines, entitled "The Voyage of Ithobal." The meter of the poem is the same as his "Light of Asia."

* * *

Although seventy-six years old, the Rev. Dr. J. G. Paton, the famous missionary to the New Hebrides islands, is about to return to his field of labor after a visit to this country and England. Thirty-two of the islands are occupied by the missionaries, and there are 180,000 converts, with 300 native teachers and preachers. The Bible has been translated into 22 new languages for the benefit of these converted cannibals.

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American School Board Journal.....
.....	Milwaukee Wis.
Art Education.....	New York, N. Y.
Canadian Teacher.....	Toronto, Ca
Colorado School Journal.....	Denver, Col.
Educational News.....	Newark, Del.
Florida School Exponent.....	Jacksonville, Fla.
Indiana School Journal.....	Indianapolis, Ind.

Interstate Review.....	Danville, Ill.
Kindergarten News.....	Springfield, Mass.
Michigan School Moderator.....	Lansing, Mich.
Midland Schools.....	Des Moines, Ia.
Missouri School Journal.....	Jefferson City, Mo.
Northwestern Journal of Education.....	.....
.....	Lincoln, Neb.
Ohio Educational Monthly.....	Columbus, Ohio.
Pennsylvania School Journal.....	Lancaster, Pa.
Popular Educator.....	Boston, Mass.
Primary Education.....	Boston, Mass.
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School News and Practical Educator.....
.....	Taylorville, Ill.
Southern Educational Journal.....	Atlanta, Ga.
Southern Schools.....	Lexington, Ky.
Teachers' Institute.....	New York, N. Y.
Teachers' World.....	New York, N. Y.
Texas School Journal.....	Austin, Tex.
Western School Journal.....	Topeka, Kan.
Western Teacher.....	Milwaukee, Wis.
Wisconsin Journal of Education.....	Madison, Wis.

THE next State Examination will be held in Columbus in December. All communications regarding it should be addressed to W. H. Meck, Dayton, Ohio, clerk of board.

No State Association this year. Ohio should send the largest delegation in her history to the N. E. A., Detroit, July 9 to 12, 1901.

THE article which we publish this month from the pen of United States Commissioner Harris will be read with interest by all. It contains some original views upon a new subject expressed with great clearness and force.

READ what our "Dull Boy" has to say about himself. There is more sense in his short article in which he records some of his own

observations than in some whole volumes we have seen which contained the observations of their authors regarding the peculiarities of children which they claim to have studied. We are sorry the boy's timidity is such that he declines to permit the use of his name, but teachers who really study children, will find his counterpart in their school and will give to him the consideration and sympathy which he so much needs.

If you are pleased with this number of the MONTHLY and believe that the plans which we outline in it for the coming year are such as to guarantee its helpfulness to teachers, please ask your friends to subscribe. We shall be glad to send sample copies to all who desire to examine their contents with the intention of subscribing.

In our first term as School Commissioner, the photographs of all the commissioners were collected and placed in a large frame in the state office. From a copy of this collection, our artist has made a plate from which the insertion contained in this issue was printed and we present it to our readers together with our compliments and best wishes. We have arranged for the printing of an ample supply of this collection, on paper of fine quality suitable for framing, which we can furnish to teachers or pupils who may desire them at ten cents each or one dollar per dozen.

For several months past we have put forth much effort and spent considerable time, energy, and money to secure the material for the articles and cuts found in this number. It has been an intensely interesting task made pleasant and comparatively easy by the hearty response of those who have helped us in so many ways. To all such, and especially to those who have taken the time to prepare the special articles which appear, we tender our grateful appreciation.

SUPT. J. D. SIMKINS of St. Marys has done the county in which he lives and the entire state a splendid service in the publication of an exceedingly valuable book of more than one hundred pages entitled "The Early History of Auglaize County." This county is rich in its local and Indian history, and in its geological formations all of which are treated in an intensely interesting and scholarly manner by the author. The volume contains over thirty illustrations which add greatly to its interest and value.

EACH year adds to the number of boards of education that elect a superintendent for a term of two or three years. This is in the line of progress and is heartily commended. The legal authority for such action on the part of a board of education is found in Section 4017 which reads in part as follows:

"Each board of education shall have the management and control of public schools of the district with full power to appoint a superintendent and assistant superintendents of the schools, a superintendent of buildings, janitors and other employees and fix their salaries, and shall fix the salaries of the teachers, which salaries may be increased; but shall not be diminished during the term for which the appointment is made; but no person shall be appointed for a longer time than that for which a member of the board is elected."

Under the closing sentence of the preceding quotation, in all districts in which members of the board of education are elected for *three* years, the superintendent and teachers can be legally elected for *three* years, and in all districts in which members of the board of education are elected for *two* years, the superintendent and teachers can be legally elected for *two* years. Our reason for calling attention to the matter at this time is that we learn that the legality of such election for a term of years is being called in question in some places, upon the presumption that, because the board may change its membership before the expiration of the term to which the superintendent or teacher may be elected, the action of the board cannot bind succeeding boards and therefore such election is illegal. Were such the case, no board of education could issue bonds for building school houses for in many instances the members of the boards at the time

of issuing such bonds, are not living when the bonds finally mature, but no one thinks of questioning the legality of any issue of school bonds on that basis. A board of education is a continuous body whose acts legally performed are binding upon its successors and an election of a superintendent or teacher, conducted in strict accordance with the law as found in Section 3982, whose provisions as to calling the roll and recording the votes, etc., have been declared to be mandatory by the Supreme Court, for a term of years as prescribed in Section 4017 is legal in every particular. The advisability of such action on the part of a board of education must be plain to every one. It gives stability to the administration of the superintendent and tends to better work on the part of all connected with the schools.

ALL who have heard Dr. James Hedley in his charming lectures will be glad to learn that he has written the story of his life in a volume just published, entitled "Twenty Years on the Lecture Platform." We have just read this volume with great pleasure and profit and can recommend it to both old and young. It is the story of success through hardship and difficulty and sacrifice and will bring, comfort, hope, faith, and courage to all who read it. The volume also contains his celebrated lecture, "The Sunny Side of Life," which has been de-

livered to more than a half million of people assembled in nearly one thousand audiences. The publisher will pay a liberal commission of forty cents on each book sold at one dollar and desires to secure a good agent in each community in Ohio. This is a good opportunity for teachers and students to make money during the vacation period. For full particulars, address Mary Hedley, Publisher, 42 Afton Place, Cleveland, Ohio.

THE editor has finished the work of another commencement season, having attended twenty-six, and is still alive to tell the story. In fact, aside from the physical discomfort, resulting from the necessary travelling, loss of sleep, etc., the experience has again been a very pleasant one. Within the past ten years we have been present at about two hundred and fifty commencements, and have seen several thousand young people graduate from the high schools of the state. This has brought with it some lessons not unimportant. One lesson plainly taught is, that, properly conducted, the commencement exercise in which each member of the graduating class has some part, is usually the most satisfactory. Again the program which recognizes the limitations in age and progress of the graduates and attempts nothing beyond what can reasonably be expected of boys and girls of high school age, is always the most pleas-

ing to all. Simplicity of dress and speech can both be insisted upon with great benefit to all concerned, and the essay or oration which is the direct product of the regular work of the school is always to be preferred to the production in which an unsuccessful attempt to be eloquent or philosophical, is made. With some fear of being misunderstood, we modestly suggest that it would be well to place the custom of having Salutatories and Valedictories on the shelf, where that other custom, once so common, of presenting bouquets or other gifts of friends to the class in public, was consigned several years since. It is generally agreed now that remembrances of friends should not be paraded before the public but should be made all the more valuable and sacred by their presentation in the privacy of the home, where comparisons which wound sensitive souls will not be made by an unthinking crowd who know little or nothing of surrounding conditions or circumstances, and it occurs to us that honors in scholarship in an ordinary high school need not be paraded in public. The school itself, already, knows who have done their work faithfully and well, and the public can well wait for the future to determine who the real leaders are. In fact, it is sometimes true that the "honor pupil" in school is soon distanced in practical life by some *plodder* who has received little attention. How-

ever this may be, there is something so ludicrous in the sorrowful farewells recited in the ordinary valedictory that it can well be dispensed with in the interests of the general good. To hear a youth of sixteen summers, who will in all probability live the remainder of his days within a hundred yards of the place where the commencement is held and who perhaps rejoices in his heart that school days are over, bid farewell to school board, parents, friends, class-mates, and teachers dear, and then express his deep sorrow and regret that they may never meet again this side of the river, would be hard on one's nerves, were it not so intensely amusing. One of the most encouraging features of all high school commencements is found in the large crowds of parents and friends who always attend the exercises, frequently at great personal discomfort. They love the schools in which their children are being educated and show their interest and appreciation of the work that is being done at the commencement time, if on no other occasion. Fortunately for his own sake and the sake of the school, the average parent is busy, and sometimes there seems to be a lack of appreciation, on his part, of the school and the teacher, but as a rule, down deep in his heart there is appreciation of all that is done for his children and the commencement occasion is one time that he shows this appreciation. Notwithstanding

all that is said in criticism of the efforts of high school graduates, the fact remains that, considering their age, they do remarkably well in both the preparation and delivery of their productions, and frequently the critic who sees in what they say only faults and weakness, could not do half as well himself, were he to undertake a similar task. We congratulate our young friends who have finished the work of the common schools and join with their friends in wishing for them a life of success and happiness.

THE Boxwell Commencement is worthy of special mention. It is becoming, each year, a stronger factor in the betterment of the country schools. Those who are responsible for the enactment of the Boxwell Law, ten years ago, builded more wisely than they ever imagined. The provision which requires the examination of pupils by the county board is resulting in much better and more systematic work in the schools and is a constant source of encouragement to both teachers and pupils to strive for better things. The payment of the high school tuition of the graduates, which was made mandatory by the last General Assembly, is just and right and should not be questioned by any school board, but in view of a recent decision or two of the courts upon this point, it may be necessary for the next General Assembly to make special

provision for a special levy by township boards of education for this special purpose, and thereby remove all doubt regarding the legality of such payment and at the same time all possibility of applying school funds, which should be used to pay teachers in the district schools, to the payment of the tuition of Boxwell graduates. Important as the payment of this tuition is, its payment must not be made an excuse for lowering the salaries of the already poorly paid and overworked teachers of the district schools. The township and county commencement features of the law which, to some persons, have seemed of little importance are proving their value more and more each year. We say this advisedly after attending a large number of these commencements the past few months, including five county commencements, in Champaign, Clinton, Franklin, Putnam and Belmont. It is at these meetings that the people, the patrons of the schools, meet in large numbers, talk over the educational affairs of their communities, become interested in the general educational welfare of their county, witness the success of their children, and listen to the discussion of the educational problems of the day by some one who is, as a rule, the possessor of an experience out of which he can speak with authority. Many teachers in the country schools the coming year will be the recipients of more sym-

pathy and help from parents than they would have enjoyed, had the township and county commencement not been held, and many pupils in these same schools will do better work, as the result of a desire and determination formed at these same commencements when they observed the success of their older brothers and sisters. We believe that the success of the year which has just closed is the prophecy of better things to come. Let the good work go on until there is created in each township in Ohio such an educational sentiment as will insure the best salaries possible for the best equipped teachers, the best schools possible for the children, and free high school education for every country boy and girl.

"A DREAM OF EMPIRE."

It seems particularly fitting that this Souvenir Number of the MONTHLY should announce the publication of a new book of great interest and value by an author known and loved by the teachers of Ohio for his splendid services in the cause of education for the past half century. We refer to the latest book from the pen of W. H. Venable entitled "A Dream of Empire or The House of Blennerhassett."

As the title indicates, the story tells of Aaron Burr's great conspiracy to establish on the ruins of the new and inexperienced republic a great Western Empire,

and in addition to its literary charm, so characteristic of the author, the volume possesses great interest as a work of the imagination and also as a historical study of great importance. It is by far the best portrayal of the early pioneer life of the Ohio valley we have ever read. The "arch comploter," Burr, the "Irish Recluse" and his beautiful and ambitious wife, Mme. Blennerhassett, Senator John Smith of Ohio, General Wilkinson, and other leading characters in the plot to establish the "Empire" are portrayed in a most realistic manner, and the grotesque Plutarch Byle, one of the author's strikingly original creations, odd, loquacious, meddlesome, and irrepressible, appears upon the scene, always just at the right time, with his irresistible humor and wise observations.

The book is published by Dodd, Mead & Company of New York, is on sale at all the leading book-stores, and should early find a place in the library of every home, school, and teacher.

FIFTY YEARS OF EDUCATIONAL JOURNALISM.

The first educational paper published in Ohio was "*The Academic Pioneer*," the first number of which appeared in July, 1831. Within the period of twenty years following this date, a number of educational journals were published for a longer or shorter period of time, among which were "*The Ohio*

Common School Director," "*The Pestalozzian*," "*The School-master and Academic Journal*," "*The Universal Educator*," "*The Western Academician*," "*The Educational Disseminator*," "*The Ohio School Journal*," "*The School Friend*," "*The Free School Clarion*," "*The Western School Journal*," and "*The American Educationist and Western School Journal*."

At the meeting of the Ohio Teachers' Association held at Cleveland in July, 1851, the proposition to establish an Educational Journal which should be the organ of the Association, was referred to a special committee of which Lorin Andrews, then acting as the paid educational missionary of the Association, was chairman. At the following meeting held in Columbus, January 1, 1852, the committee made a report, through its chairman, in favor of publishing a monthly journal of thirty-two pages, in octavo form, at one dollar a year, with the request that the teachers of the state act as its agents and correspondents. The report was adopted and a committee was appointed to solicit subscriptions. The entire management of the enterprise, was placed under the control of the executive committee of the Association which consisted of Lorin Andrews, H. H. Barney, Andrew Freese, W. M. Reynolds, J. C. Zachos, Edward Olney, and E. D. Kingsley. A. D. Lord was made managing editor with H. H. Barney, J. C. Zachos,

M. F. Cowdery, I. W. Andrews, and Andrew Freese as associate editors.

The first number appeared before the end of January, 1852, under the name of "*The Ohio Journal of Education*", and under that title or *The Ohio Educational Monthly*, to which it was changed in 1861, it has been issued to the present time without the omission of a single number. The "Introduction" to this first number published a half century ago will be of interest to our readers and we publish it in full as follows:

The circumstances which have led to the establishment of this Journal are sufficiently explained in the proceedings of the late Annual Meeting of the Ohio State Teachers' Association. Called into existence by the mandate of that body, to meet a long-felt and often-expressed want of the Association and of the friends of the great cause in which its members are engaged, it has no apology to present on making its appearance. A brief statement of the sphere which it is intended to occupy, and of the objects at which it will aim, is all which the occasion demands.

It is to be a Journal of Education, not a Teachers' paper merely. It appears not as the antagonist of any particular class of measures or men; it has no warfare to wage against existing institutions, no personal grievances to redress, no wrongs to avenge. It is to be devoted to the promotion of sound education, in its broadest sense, and by all appropriate means. It will labor to secure an efficient supervision of the Common Schools of

the State; it will urge the immediate necessity of a thorough revision of the School Laws, and the importance of digesting a grand, comprehensive school system, worthy of the age and adequate to our wants; it will advocate the propriety of re-districting the State for school purposes, so that the districts may be of sufficient size to warrant the erection of a good school house and the maintenance of a school during the greater part of the year; it will seek to disseminate correct information in regard to the construction of school houses, and their appurtenances, and the importance of placing in every district a well selected Library; it will endeavor to show the indispensable necessity of a course of special training, or a professional education for Teachers; and will aim to elevate the rank of the Teacher by improving his qualifications and preparing him to *command* the respect which is due to all who are worthily engaged in so noble a calling; and to unite all who are employed in the business of instruction, in such a manner that the experience and improvements of each may become the property of all.

It will sympathize warmly with all who are earnestly and intelligently laboring for the promotion of education, whether in Common, Union, or Public Schools, Academies, Female Seminaries or Colleges. Its Editors are now connected with these different classes of schools; and it has been the aim of the Executive Committee, in making their selection, to unite as many of these interests as possible, and to have all parts of the State represented in the corps. We feel that there are now employed, in the various classes of schools above named,

a body of **Teachers** of which the State and the Profession have no reason to be ashamed. A large number of them have enjoyed the benefits of a thorough Collegiate education, to which long experience in teaching has added stores of priceless worth; others have, by their own exertions, made attainments and secured a degree of mental discipline alike creditable to themselves, and honorable to their calling. Among them are those who have studied each of the other Professions; others have devoted special attention to some department of the Natural Sciences, to languages, mathematics, belles-lettres, or metaphysics; and others, still, have made the Philosophy of Education, or the Theory and Practice of Teaching, the study of their life.

From all these classes of minds we wish to secure contributions to our pages; and, while it is hoped that the Journal will contain articles of interest to the scholar, the statesman, and the philanthropist, we intend that it shall not be devoid of interest and instruction to the young and inexperienced Teacher. Such arrangements have been made that its typographical appearance will be creditable to the cause it advocates: the manner in which its pages shall be filled must depend upon the fidelity of its friends.

With this explicit statement of our objects, and our pledge to do the utmost in our power for their accomplishment, this number of the Journal is presented to Teachers, School officers, and the friends of Education.

It is not our purpose to weary our readers with a tedious descrip-

tion of the contents of this first volume, but we feel that a few quotations taken from it will be both interesting and suggestive. Under high school news, we note that in Cincinnati, "A flourishing high school has existed in connection with the public schools of this city for more than four years, but it has constantly suffered for want of a suitable building," and again that "The Annual Exhibition of the Hughes and Woodward high school was well attended on the afternoon of Friday, the 2nd of July. The exercises consisted of thirteen orations by young men, thirteen essays by young ladies, three poems, two colloquies, and a dialogue, and were enlivened by vocal music performed by the pupils." Reference is also made to the fact that "An excellent high school has been sustained in connection with the public schools of Cleveland for four or five years; but it has suffered greatly for the want of a suitable building," and that in Columbus at "The Annual Exhibition of the public high school on the evening of the 1st of July, five young ladies, having finished the prescribed course of study, received the honors of the institution from the hands of Mr. J. Sullivant, president of the board, and were affectionately addressed by the principal, Dr. Lord." It is further stated that "The young ladies read their productions with more than ordinary distinctness

and propriety." The contrast between these small beginnings in high school work in the cities of the state half a century ago and the work which is now going on not only in the cities but also in all the villages and towns, and many of the townships in the high schools which enroll pupils by the thousand is pleasant to think of.

Under "Items" the following references are made:

"A fine Union School House has just been erected in Troy, Miami county. It is seventy feet square, three stories high, has cost from \$8,000 to \$10,000, is so divided as to accommodate all the departments from the primary to the high school, and can seat comfortably more than six hundred pupils.

* * * The board of education wish to employ a thoroughly qualified man as principal and superintendent at a salary of \$500, \$600, \$700, or more, according to qualifications."

"On the 3rd of April the people of London, the county seat of Madison county, adopted the Union School Law."

"Schools and Education in Springfield, by Rover.—The public schools are all taught in low basements in private houses, or in dilapidated frame buildings. In some, a principal and an assistant teacher are obliged to conduct their exercises in the same room, much to the annoyance of pupils and teachers. A tax for erecting

buildings has been voted, and about \$2,000 collected, but there is reason to fear that it will be diverted from its intended use, to the great detriment of popular education."

As we have read these and many similar statements, we have been made to realize that, comparatively speaking, the public school is a young institution, and that the development and growth of public sentiment in favor of free schools has been one of the many remarkable things of the past half century.

The subscription list then as now was an important factor in the success of the paper and the following statements quoted from this first volume may still contain suggestions worthy of consideration:

"J. M. Gilmore, the efficient auditor of Preble county, in sending a generous list of subscribers, suggests that if each county auditor should forward ten subscribers, as he thinks might easily be done, it would add nearly a thousand to our circulation: a good suggestion."

"The board of education in several towns and some school districts have subscribed for our Journal."

These statements lead us to observe that in Ohio the custom so common in many other states of members of boards of education taking and reading educational journals, seems to be no longer in use. We have only a few such sub-

scribers. No doubt many members of boards could be induced to subscribe if their attention were called to the matter. We will gladly send sample copies of the MONTHLY to any persons, including such members, whose names and addresses our friends may send in, and also give a liberal commission to teachers who will secure one or more new subscribers.

One more quotation on this subject is given. We are willing to make an offer similar to the one made therein:

"A female teacher in Seneca county, a resident too of a country district, procured for the first volume of the Journal ten subscribers and ten dollars. The same lady has already sent in six dollars for six subscribers to the second volume. We will give the name of that same lady to any Bachelor Teacher who will procure, during the coming year, twice as many subscribers as she will."

The publication begun by the State Association was continued for eight years. For the first five years the receipts were slightly in excess of the expenditures and the managing editor was allowed a very small compensation for his services. The sixth year closed with a deficit of several hundred dollars in addition to the editor's salary. This deficit and other indebtedness of the Association

amounted, in 1858, to \$1,200. By means of liberal contributions from members of the Association which amounted, in some instances, to ten per cent of their incomes, and a sale of bound volumes of the Journal to the State Commissioner of Common Schools, for school libraries throughout the state, and through the reduction of claims of creditors, this indebtedness was finally paid off, and in 1862 the executive committee reported a balance of ten cents in the treasury.

Such experiences in financial management led the chairman of the executive committee of the Association, Dr. E. E. White, to announce that the committee was unwilling to involve the Association further "in the financial management of the publication of the Journal" and it was then transferred to private parties with the distinct understanding that it should still be published as the official organ of the Association. Under this arrangement, Rev. Anson Smyth, State Commissioner of Common Schools, became the editor and the name was changed to the OHIO EDUCATIONAL MONTHLY.

In 1861, Dr. E. E. White and School Commissioner Smyth became joint editors and proprietors and at the close of the latter's term of office in 1863, Dr. White became sole editor and proprietor. The MONTHLY was published by

him, at Columbus until 1874 when it was sold to Dr. W. D. Henkle, who published it at Salem until his death, near the close of the year 1881. In February, 1882, it became the property of Dr. Samuel Findley of Akron by whom it was edited and published, in that city, till July, 1895 when it was purchased by the present editor.

Briefly stated, these are the facts connected with the origin and history of the publication of **THE OHIO EDUCATIONAL MONTHLY** which for half a century, has stood as the representative of the educational thought and progress of the state. The past fifty years have been crowded with events of the greatest importance. Within that time questions of the gravest moment have come up for discussion and settlement, one of which had to be decided by an appeal to arms resulting in one of the most terrific struggles recorded in history. Within that time, nearly all the great inventions which have done so much to bring the world into close touch and to prepare it for the home of its ever rapidly increasing population, have been made, but in all the development of the past, no influence stands out more prominently than the free public school which has furnished the opportunity which has made possible those remarkable achievements of the individual which are the pride and glory of our State and Nation.

THE FUTURE OF THE MONTHLY—SUBSCRIPTION PRICE REDUCED TO \$1.00.

Among the subscribers to educational journals are found the two extremes composed on the one hand, of those whose demand for what they term practical is so strong that they fail to see anything of merit in an article which cannot be used directly to aid them in the actual work of the classroom and, on the other hand, of those who have lost all sympathy with the helps which are so valuable to inexperienced teachers and which they themselves at one time needed, and who, as a result criticize every article which does not treat in a philosophical manner some underlying principle of education.

Between these extremes are found the great body of subscribers whose needs are almost as various as the subscribers are numerous. Here will be found the college professor who is a specialist in some line of work; the high school teacher who naturally thinks mostly of the branches he teaches; the city superintendent whose administrative problems consume nearly all his time and attention; the superintendent of the smaller town, village, or township who is compelled to teach and at the same time legislate and execute; the grade teacher in the city who is sometimes in danger of confining her thought and interest to the one grade she knows

most about; the teacher holding a similar position in the town or village whose work includes a wider range of subjects; the country teacher who frequently must perform many of the duties belonging not only to the teacher but also to the superintendent, the school board, and the parent; the special teacher who sometimes forgets that his specialty does not include all that is to be taught or studied; teachers, experienced and inexperienced; teachers, well educated, tolerably well educated, and not well educated; teachers who live to teach, and teachers who teach to live; teachers who study children for the sake of childhood, and teachers who study them to make startling discoveries of peculiarities which should never be emphasized; in brief, teachers of all ages, descriptions, and kinds are found among the subscribers to an educational journal and each one naturally expects something in each number which will meet his peculiar needs and answer to his wishes and desires.

Considered in this light, the position of the editor of an educational journal is indeed a difficult one; but there is another point of view more pleasant to contemplate. The great majority of teachers are intelligent, broad-minded, and reasonable. They recognize that the work of education includes much that may not be directly connected with their special field and that it

has both its theoretical and practical side. The really successful teacher interests himself in many phases of the work which do not immediately concern him. If he be an experienced teacher, he is not unmindful of the time when he needed direct helps which do not appeal to him as being of so much value as they once did. He is, therefore, glad that a part of the space in his educational journal is devoted to a discussion of such things as have a direct bearing upon the actual work of the school room. He remembers the time when parsing and analysis, and questions in history and grammar, and solutions of hard problems in arithmetic were just what he needed and he is willing that the young and inexperienced teacher shall still be helped in that way.

On the other hand the young teacher who wants to grow in his work realizes that he must feed his mind upon something outside of and beyond the mere daily grind, important as that is, by which he must prepare himself for his daily class-room work. He realizes that to study only the subject matter which he teaches is narrowing and deadening and he, therefore, welcomes in his educational journal, a discussion of topics which do not have any direct bearing upon his daily work, which may not be practical in the narrow sense of being immediately and directly usable, but which do give him something

outside of his school-room and beyond himself to think about and reflect upon.

We try to keep these things constantly in mind in editing the MONTHLY, and, while we may fall far short of our ideals, it shall be our constant endeavor to make each issue helpful in some way to all our subscribers.

PLANS FOR THE COMING YEAR.

The following are a few of the things which we have planned for the coming year:

1. Special articles which will have a direct bearing upon the daily work of the teacher, in the classroom, will be published each month. Some of the subjects which will be discussed are:

a) Arithmetic, by Prof. Ed. M. Mills of Defiance.

b) Primary Work, by Miss Margaret W. Sutherland of the City Normal School of Columbus.

c) Science Work, by Supt. J. A. Culler of Bowling Green.

d) History, Geography, and Current Events, by Principal F. B. Pearson of the East High School, of Columbus.

e) Grammar, by Supt. A. F. Waters of Georgetown.

f) Literary Men of the Ohio Valley, by Dr. W. H. Venable of Cincinnati.

g) Special articles on The History and Development of Ohio's School System, and "The Ordinance of 1787," by the editor.

h) The complete lists of questions of both State Examinations will be published, and each month a list of County Examination Questions will appear to help our readers in their study and teaching.

2. The O. T. R. C. Department which will be made more helpful than ever before and which will contain:

a) Special articles by authors of the different books adopted for the year and by the State Secretary.

b) Suggestive Questions prepared by the editor to guide teachers in their reading and study of the books found in the course.

c) All the reports of the Board of Control of the O. T. R. C.

3. One Special Number, probably July, containing all the Proceedings of the State Association.

4. General articles of interest to all teachers by authors of experience.

5. Editorials on live educational topics.

6. All the latest Educational News of the State. We have a correspondent in each county.

THE SUBSCRIPTION PRICE.

While the history of the origin of the MONTHLY, found in this issue, shows that the original subscription price was \$1.00, it is true that during the greater part of the fifty years it has been published, the price has been \$1.50 per year for single subscriptions, with a rate of \$1.25 at the Teachers' Institutes

and in clubs of four or more. We have concluded to reduce the price and hereafter the following subscription rates will be given:

Single subscriptions, cash, or subscriptions taken at the institutes, \$1.00 each. Single subscriptions, time, \$1.25. Subscriptions taken at institutes and not paid before December 1, or within three months of date of institute, \$1.25 each. Cash renewals, \$1.00. Time renewals, \$1.25. Single number, 10 cents.

This reduction is made with several ideas in mind. First, we desire to give our continuous subscribers the benefit of as low a rate as possible; second, we believe that the low price of \$1.00 will induce many who are not now subscribers, the younger and less experienced teachers in particular whom we believe the MONTHLY will help, to subscribe, and, third, we earnestly desire to do all in our power to reach as many members of the O. T. R. C. as possible through our special articles bearing upon this work. Before purchasing the MONTHLY six years ago, we had spoken in every county in Ohio in the interests of the O. T. R. C., and we still consider it one of the strongest influences in the State in the betterment of the teachers of all classes.

We have no word of disparagement for other educational journals, and wish them all the success that they merit. It is with no purpose or desire of instituting any com-

parisons, invidious or otherwise that we state in this connection that a careful investigation of both the quantity and quality of the contents of the MONTHLY for the year past will convince any one that at the low price of \$1.00 a year it is one of the cheapest educational journals published. We hope to continue to conduct the MONTHLY in such a manner as to deserve the support of its present subscribers and to gain many new ones and shall ever be grateful to our friends for any assistance they may give us in the work.

COLLEGE EDUCATION IN OHIO THE PAST FIFTY YEARS.

From one of the volumes of "Historical Sketches" prepared in 1875 for the Philadelphia Centennial in 1876, we glean the following facts relative to the colleges that have had an existence in Ohio for the past fifty years.

Antioch College, Yellow Springs, first organized in 1850, and legally incorporated in 1852.

Baldwin University, Berea, organized in 1845.

Denison University, Granville, incorporated in 1832.

Grand River Institute, Austinburg, chartered by the state legislature in 1831.

Heidelberg College, Tiffin, founded in 1850.

Hiram College, Hiram, chartered by the state legislature in 1850.

Kenyon College, Gambier, chartered by the state legislature, in three separate acts, in 1824, 1826, and 1839.

Marietta College, Marietta, chartered in 1835.

Mount Union College, Alliance, founded in 1846.

Oberlin College, Oberlin, chartered in 1834.

Ohio University, Athens, established by Territorial Act in 1802 and by act of the state legislature in 1804.

The Ohio Wesleyan University, Delaware, incorporated in 1842.

Otterbein University, Westerville, chartered in 1849.

Western Reserve College, Cleveland (originally located at Hudson), chartered in 1826.

Wittenberg College, Springfield, chartered in 1845.

Within the past fifty years several other colleges have been organized, among which is our Ohio State University at Columbus, which was chartered by an act of the General Assembly, passed March 22, 1870. It was originally known as the Ohio Agricultural and Mechanical College, but in 1878 was reorganized under the present name of Ohio State University. The annual income of this institution is about \$285,000 and the enrollment, for the year just closing is nearly 1,500. All who know anything of the work of our State University under the present administration will cheerfully bear

evidence to the fact that it is rapidly and surely making for itself a place and a name among the leading educational institutions of our country and as citizens of the state we are all proud of its success. The President, Dr. W. O. Thompson, is a man of rare ability as an executive and his wide acquaintance among all classes of school men, all of whom know him to be absolutely true and reliable in all his dealings, has enabled him, in the short space of two years, to work marvelous changes in the spirit of the University. His relations to the board of trustees and the faculty are most friendly and cordial and there is almost an entire absence of that criticism of the University as a state institution which is so marked in some states and which at one time threatened the future welfare and success of our own State University.

This is as it should be. There is no conflict of any kind between the State University and other institutions supported by the State, and the private schools and denominational colleges which have given the state such splendid service in the past. All these institutions have an important work for the future and all have the best wishes of the people of the state for their continued success. We have no sympathy whatever with any movement which would sacrifice in the least degree the interests of the smallest institution of learning,

public or private, in an attempt to build up a huge educational machine under the name of a state system of education. We must continue to guard just as zealously the rights of the smallest institution as we would those of the largest and most powerful. While we believe that the people of Ohio desire that our state institutions shall be supported liberally in order that they may keep pace with similar institutions in other states, at the same time we know that they will join us in the sentiment, all honor to the small colleges of Ohio, and may they continue to be in the future as they have always been in the past, a mighty influence for good in the educational welfare of the state.

THE SCHOOL SYSTEM OF OHIO.—NO. I.

The common school now found all over the country is so common that we scarcely ever recall the fact that it was established with some difficulty even here in Ohio. Indeed, it is true that the majority of those who have received their education in the free public school, have never looked into the history of its organization and development.

In our public schools we teach the history of the discovery and settlement of our Nation and State and give many lessons to the children showing our political growth and our wonderful expansion in

territory and wealth. Pupils in the different grades are told many things of interest and profit regarding our statesmen and our military heroes. In many schools the Constitution of the Nation and State are studied, and the intricacies of the electoral college are fully explained. To all this work, if it be well done, no valid objection can be urged, but the strange fact remains that in the great majority of schools the pupils are left in absolute ignorance of the history of the institution in which they receive their education and frequently are never taught anything regarding the origin, management, or maintenance of the common school. We are safe in stating that there are many pupils in our high schools who can tell exactly how the President of the United States is elected and how the expenses of the National Government are met, who might be embarrassed were they to attempt to tell how the school board in their locality came into existence or how the money to pay for teachers and school equipment is raised.

For several years past we have studied in a somewhat systematic manner the history and development of our school system in Ohio and, while the results of this study are far from satisfactory, we have concluded to present some of the facts connected therewith, for the consideration of our readers, in a series of articles in the

MONTHLY, with the purpose of arousing an interest on the part of teachers in this important subject.

The beginning of our school system in Ohio dates back to 1785 when the National Congress in providing for the survey and sale of western lands, declared that one thirty-sixth of each township should be reserved for the maintenance of the public schools in said township. Under the United States survey a township contained 23,040 acres of land divided into 36 sections of 640 acres each. Section 16 in each township was reserved for school purposes.

This was followed by the passage of the justly celebrated "Ordinance of 1787." We hope in another series of articles, which will appear in the MONTHLY the coming year, to give our readers the benefit of some study and investigation of this remarkable document, but in this connection it is only necessary to state that the cause of education received a new impetus from the oft quoted declaration which it contained, viz.: "Religion, morality, and knowledge being essential to good government, and the happiness of mankind, schools and the means of education shall be forever encouraged."

On April 7, 1788, the first settlement was made on the Ohio at the mouth of the Muskingum where Marietta now stands by a company of people thoroughly in sympathy with education, and provision was made for both the teacher and the

preacher who have always been such important factors in the development of our civilization. It was also recommended by the leading spirits in this settlement that a fund be raised for the general support of schools.

In his first report to the Territorial Legislature, Governor Arthur St. Clair recommended "Attention to early education and instruction in religious principles for the rising generation," and we are told that the question of public schools occupied the serious attention of the Assembly. It seems, however, that little was done except to pass a resolution directing William Henry Harrison, the territorial delegate to Congress, to secure a proper title to the school lands which Congress had bestowed upon the State by its act of 1785. This attention and discussion were important, however, and bore fruit later on in 1802 when the first constitution for the State was formed, and resulted in making the sentiment of the ordinance expressed in the words, "religion, morality, and knowledge being essential to good government, and the happiness of mankind, schools and the means of education shall be forever encouraged," a part of the organic law of the State. Special provision was also made in the "Bill of Rights" for securing the benefits of the lands granted by Congress equally to all the people.

With this principle firmly imbed-

ded in the constitution, Ohio began its great career as a State and, no doubt, much of the prominence which it has always secured and maintained, has been due to the early recognition of the necessity and importance of education for the people. Edward Tiffin, the first Governor of Ohio, was a firm friend to the cause of free schools, and in his first message to the Legislature congratulated the State upon its possession of such large tracts of school lands, and again in his second message called special attention to the subject of schools. In fact all the early Governors of the State seemed to be in hearty sympathy with the cause, if the frequent references to the subject in their messages can be taken as an indication.

(To be continued.)

A TRIP TO PORTO RICO—THE TOUR OF THE ISLAND.

(Continued.)

The trip from Mayaguez to San German, by carriage, was a very pleasant one, the latter place being reached about five in the evening. It is one of the oldest towns on the island. In fact it is claimed by some, who seem to have some authority for their claim, that it is the oldest. However this may be, we are exceedingly glad that the itinerary arranged by Commissioner Brumbaugh included a night meeting at this very interesting place. We were shown the old

church and other places whose history is well worth recording, but by far the most important experience which we enjoyed in this town was the hospitable entertainment furnished us in the home of Señor Francisco Mariano Quiñones, known all over the island as "The Grand Old Man of Porto Rico." It is worth a trip to Porto Rico to meet and talk with this man whose countenance is of such a character as to warrant the name by which he is known, were there no other reason for his being thus referred to. But it is not his kindly face alone that has so endeared him to his people. He it is who represented the island in the Spanish Cortez in 1872 and 1873 and started the movement which resulted in compelling the Spanish government to free all the slaves in Porto Rico. No kinder heart than his ever beat in sympathy with down-trodden humanity and his name will ever be remembered in Porto Rico as a synonym of kindness and helpfulness for others.

To describe the Dinner—it deserves not only to begin with a capital, but to be spelled in capitals throughout—given in our honor would require a much more extensive vocabulary than the editor possesses, and how it was enjoyed by the party can only be faintly imagined by those who have seen Mr. Houck at his best on similar occasions. Nothing that the kindness of this "Grand Old Man" and

his equally grand wife could prompt them to think or do was omitted, and the two hours spent at their table will ever be remembered with gratitude by those who were fortunate enough to enjoy their hospitality.

Following the dinner came the meeting which was held in the largest hall in the town but which would not hold half the people who were anxious to attend. Commissioner Brumbaugh, with commendable promptness which might well be imitated by some teachers in the United States, insisted that all meetings should begin exactly on time, and this practice caused a rather strained situation for a time at this great evening meeting. When the time came to begin, as sometimes happens in Ohio, one of the important factors in the opening exercises was not on hand, but there was no pause or waiting, another taking his place. In a short time the tardy official, who, up to that time had thought that his presence was more important than promptness, appeared on the scene, and, with red face, wild gesticulation, and rather angry tone of voice, tried to find out how it happened that the exercises had opened before he arrived. By means of the intercession of our interpreter, Dr. Drees, and other friends, he was made to understand that no personal slight was intended but that it was all important that all exercises connected in any way

with public school work should begin on time. We shall not stop to point a moral here, but simply express the wish that some tardy people, whom some of us have seen in Ohio, might be taught a similar lesson.

The attention and interest of this meeting was very marked. It was here that Commissioner Brumbaugh first referred to the possibility of citizenship for Porto Ricans, in the United States, at some future day. The applause which followed this intimation was loud and long. Again and again it broke forth, and, when at last quiet was restored, the speaker wisely took advantage of the situation to tell the audience that citizenship in the United States meant preparation for the responsibilities which accompany it, and that this preparation was possible only through education. We shall never forget the appearance of this audience as they listened to the earnest and eloquent plea of their Commissioner of Education in behalf of schools for their children. It was a touching scene in many ways and there can be no doubt that many were led to think seriously upon the all important question to them, in their present condition, of education which will fit them for their future duties and responsibilities.

The carriage trip from San German, through Sabana Grande, to Yauco was over the worst road we

ever traveled and while we are not sorry to have had the experience once, now that it is over and we are still alive, we are free to confess that we do not care to travel that way again. At some places we had to walk and hold the carriage in proper position while the ponies pulled it over the rough, steep sides of deep ravines, while the greater portion of the journey we were kept busy in shifting our position so as to keep the line of direction within the base. Mr. Houck and the writer occupied the same carriage on this part of the trip. Part of the time the "Dutch" were on top and part of the time they had to take an under position which was always resigned in our favor at the earliest opportunity.

We soon forgot the hardships of this journey in the cordial welcome with which we were greeted by the teachers, pupils, and citizens of Yauco who met us in large numbers a mile or two from town and furnished a most enthusiastic escort for the remainder of our journey under the leadership of Charles E. Foote, the progressive inspector of schools for that district. Here three large and impressive meetings were held, the large crowds manifesting in many ways their deep interest in the subjects under consideration as well as their most hearty approval of what was said by the different speakers. At the evening session there were hundreds who could not gain admit-

tance to the hall where the meetings were held and we shall long remember the earnest, anxious look upon the faces of the crowd that lingered outside, waiting in perfect order through the two hours that the meeting lasted. Commissioner Brumbaugh was so touched with their silent appeal that he talked to a large overflow meeting late in the evening and surely no speaker ever had a more appreciative audience. It will always be a pleasure to remember that scene made up of our good friend, with Dr. Drees at his side, standing there on the sidewalk on that beautiful moonlight night in that charming island in the far distant sea, surrounded by a crowd of several hundred illiterate, but earnest, men, women, and children, listening to the first message of the gospel of free education, for rich and poor alike, that had ever come to them.

In this place our party were the guests of Señor Juan Amill, the great "Coffee King" of the Island, in his beautiful home where a reception was held at the close of the evening meeting. Our host could not speak a word of English and had it not been for our interpreter who very frequently came to our rescue, there would have arisen some rather embarrassing (had they not been so amusing) situations. He and his family showed us every courtesy and kindness and while we could not converse freely in the usual manner, we *felt* all the

time the cordial welcome which always manifests itself in kindly acts rather than in formal words. Perhaps, our readers who know Mr. Houck and the cheerful spirit which is always his and which has so endeared him to his friends, will best understand the character and disposition of our host from the fact that Commissioner Brumbaugh, always refers to him as the "Henry Houck of Porto Rico."

The space allotted to this article is filled and we must close, hoping to be able in a future article or two to describe the closing meetings at Ponce, the second city in population on the island, and, in some respects, the most progressive, and to tell something of the drive of eighty-four miles from Ponce back to San Juan over the great Military Road which winds its way over the mountains and through the valleys of this beautiful and fertile island.

EDUCATIONAL NEWS.

—It is highly gratifying, indeed, to note the continued and progressive success attendant upon the efforts of the Teachers' Library Union in organizing the County Courses of Reading in our State. The effect that these Courses will have in inducing a higher plane of general culture among our rural teachers is hard to be overestimated. One of the greatest demands of the times is for not only a more thorough professional train-

ing, but especially for a more liberal intellectual life, and the plan of the Union is one that brings such within the reach of all.

Nor is this movement one that appeals alone to the young aspiring members of the profession, those who are building their future and who therefore find in this a *vade mecum*; the older and more experienced teachers see in it an economical plan for keeping in touch with all that is latest in the great departments of learning, while at the same time they are anxious to lend their influence to assist so potent a means for elevating their profession.

These few facts probably account for so unanimous an enrollment of our teachers wherever the organization is being perfected. Where the course is already in operation, the Boards of Examiners state that the satisfaction is general and that a much larger number of teachers could be enrolled by further work at organizing. One reason for this doubtless lies in the fact that teachers do not care to invest their money in the books necessary for such a broad culture as the County Course will afford them.

Many of the leading Boards in the State have already given their unqualified endorsement of this movement of the Union, and it portends well that our teachers are manifesting such an interest in higher culture. As we stated in a

previpus issue of the MONTHLY, it is another evidence of the progressiveness of modern teachers.

—Prof. Ed. M. Mills is too busy with vacation engagements this month to prepare any solutions for this issue. He will commence with the beginning of the school year in September and will continue his very helpful work in arithmetic all through the year.

—Special attention is called to the fact that the Depository for the O. T. R. C. is continued this year under the management of L. S. Wells, 665 North High Street, Columbus, Ohio. Members of the Circle should correspond with Mr. Wells who will promptly reply stating terms and plans for supplying books to the Circle.

—J. W. Davis, Ohio agent for Silver, Burdett & Co., has located permanently in Columbus, having purchased a home at 1377 Bryden Road.

—The Berea high school has grown from fifty-seven in 1896 to one hundred and seven the present year. Supt. E. E. Rayman has been very successful in his work there.

—The last session of the Northeastern Ohio Teachers' Association was held at Lorain, May 25. The program announced the inaugural address of Supt. Frank J. Roller of Niles, an address by William I. Chamberlain of Hudson, on "The

Inventions of the Victorian Age," and a general discussion of "English" as follows:

Address—"English in Elementary Schools," Dr. J. J. Burns, Defiance; "English in the High School," Miss Anna J. Wright, Cleveland; "English in Primary Schools," Jessie Stuart, Cleveland.

—The Executive Committee of the County Institute and the County Board of Examiners united in their purpose "to have a big day, educationally, in Clinton County, June 1," and succeeded admirably. The exercises were held in the large Auditorium on the Wilmington College campus and were largely attended by teachers and patrons. The first address of the day was by Supt. E. P. West of Dayton, Kentucky, who surprised even his most enthusiastic friends who have known him for so many years in his work in Clinton County, by the happy manner in which he acquitted himself. He was at his best and gave many excellent suggestions to both teachers and parents. He was followed by Principal E. W. Wilkinson of Cincinnati in a very thoughtful discussion of "Culture." Then came "The Dinner" to which full justice was done by all, especially by the two speakers just referred to. The County Boxwell Commencement, with a class of fifty boys and girls, occupied the afternoon session. Three pupils had been selected to

represent the class, each one of whom acquitted herself creditably. The class address was delivered by the editor and the diplomas were presented by Supt. R. E. Andrew of Blanchester. The day will long be remembered by all who were present and great credit is due those who had the meeting in charge, especially the County examiners, Andrews, Blair, and Craig—the "A-B-C" of Clinton County.

—Many Ohio friends will be sorry to know that Supt. J. P. Treat of Geneva will no longer be an Ohio teacher, but all will be happy to learn that Mrs. Treat, on account of whose ill health a change in climate was made necessary, is greatly improved by the Colorado climate. Supt. Treat has been elected to take charge of the schools in Manitou, Colorado, and will begin his work there next September. The wishes of their Ohio friends for their health and continued success, will follow them to their new home.

—We publish in these pages a cut of Findlay's new High School Building, in the fine auditorium of which, the commencement exercises were held on the evening of May 24. It is beautifully designed, large, and commodious, and will cost, when completed, including the site, \$65,000. The first floor contains the offices of superintendent and board of education, all the

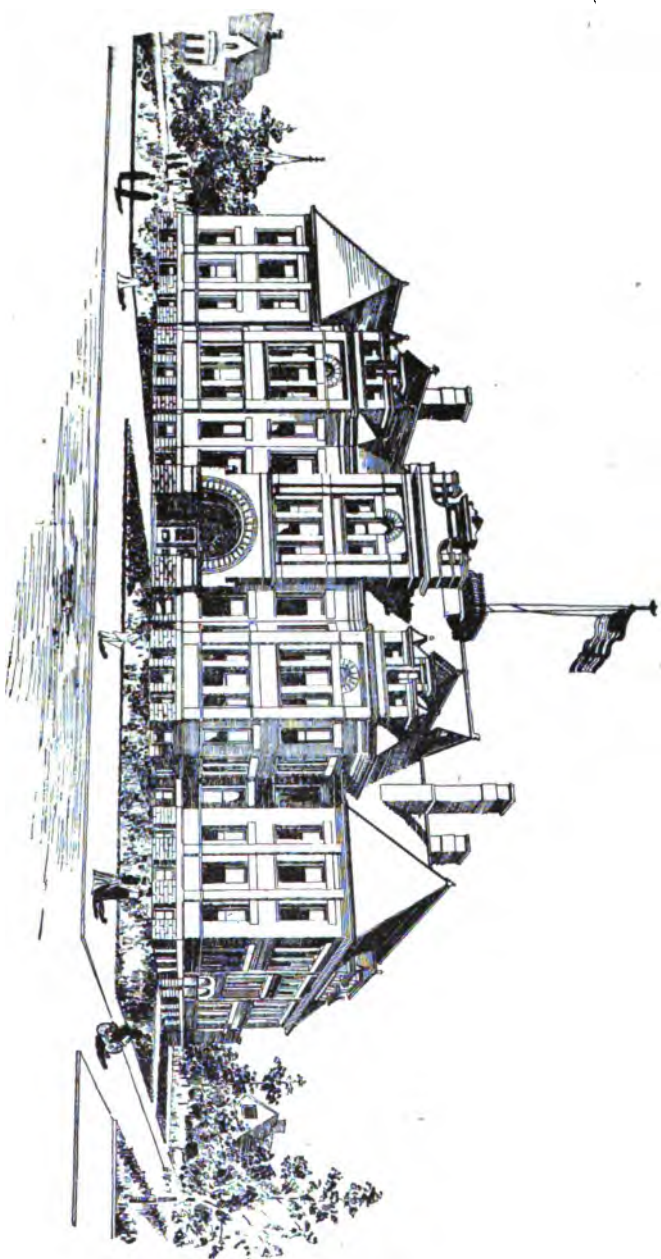
laboratories, two large cloak rooms, and the auditorium with a seating capacity of 1200. The second floor has the office of the high school principal, a large assembly room which will seat 425 pupils, around which are arranged, in a very convenient manner, the various recitation rooms. The dimensions of the building are 150 feet by 118 feet. It will be fully completed and ready for occupancy by July 4, when the formal dedication will take place.

—In June, the announcement of a substantial increase in salary, and the election for two years of Supt. E. M. Craig of Sabina, was made. On June 19, he entered into another contract for life, in his marriage to Miss Miriam Virginia Cadwallader of Morrow, Ohio. The MONTHLY extends congratulations.

—The Rev. John H. Thomas, D. D., closed his connection with Oxford College at the commencement in June.

Miss Fannie Ruth Robinson will hereafter undertake the work of both President and Dean.

—Last year Supt. E. M. Van Cleve, of Greenville, was elected for two years and salary fixed for the term. At a recent meeting of the board of education, his salary for the remaining year of the term was increased \$100.00. It is a pleasure to record such an action on the part of the board. It is a



PINDLAY HIGH SCHOOL.

compliment to Supt. Van Cleve, but even a greater one to the board of education.

—We are in receipt of a copy of the Catalogue of the Ashtabula County Teachers' Institute and Christy School of Pedagogy which will be held at Geneva from June 24 to August 2. The faculty is composed of the following: Supt. W. H. Van Fossan, Supt. L. E. York, Prof. H. B. McCollum, and Miss May H. Prentice.

—Supt. S. Wilkin, of Union City, has charge of the Educational Department of the Darke County Fair. The premium list provided for the best work in the different grades and branches is a liberal one. All premiums are to be paid in books and to schools instead of individuals.

—Miss Jeannette M. Eaton, formerly of Barnesville, Ohio, has just closed her first year's work in the Pittsburg schools, the success of which work has been most fittingly recognized by her promotion to the Vice Principalship of the Belmont School of that city, at a salary of \$1000.00.

—Supt. R. S. Baker, of Hubbard, has retired from the position which he has filled with so much satisfaction to all his patrons and will devote all his time to the editorship of the *Hubbard Enterprise* with which he has been connected for some time past.

—F. P. Shumaker who was recently re-elected superintendent of the Chagrin Falls schools for a term of two years, has resigned his position to become the Ohio agent for Butler, Sheldon and Company, educational publishers.

—We recently received several communications from Fred W. Atkinson, General Superintendent of Public Instruction for the Philippine Islands, Manila, relative to the qualifications and salaries of teachers for the Islands, and publish the following quotations from one letter which may be of interest to some of our readers. Supt. Atkinson, whose address is Manila, desires to hear from only those who can fulfill all the conditions named in the following:

* The inquiry as to teachers for the Philippines was made with a view to the future. However, a large number of appointments have already been made, including all of the Division Superintendents. The majority of teachers that will be required are for primary work. By far the larger number of salaries will be \$75.00 gold per month the year round. All necessary traveling expenses from the home of the appointee to Manila will be repaid upon arrival. Passage upon government transports is free, but each person pays one dollar a day for food, and the voyage is about 30 days in length. Receipts should be taken wherever possible. Upon becoming proficient in Spanish or native dialects, by teaching night school for adults, and by recognized merit and pro-

nounced success, teachers may expect an increase in salary. Teachers will be expected to remain three years, and the matter of their location will be entirely in the hands of the General Superintendent of Public instruction. In answer to the many inquiries as to the climate, it may be said with assurance that the climate here is a good tropical one. However, it depends to a great extent upon the individual as to the matter of health. The expenses of living are high in Manila, but moderate in the other towns and cities of the Archipelago.

The qualifications required are:

1. Applicants must be either Normal or College graduates.

2. They must have had several years' successful experience in school work and be now engaged in teaching.

3. Copies of testimonials and a late photograph should accompany each application.

4. They must be physically sound and able to withstand a tropical climate, and willing to accept whatever location may be assigned them by the General Superintendent of Education.

—The National Anti-Cigarette League, with its headquarters in The Temple, 184 La Salle street, Chicago, and an Ohio man as its president, is carrying on an active campaign against the cigarette. The league is publishing an interesting monthly magazine, "The Boy," with Prof. Irish as editor, preparing tracts for distribution, organizing leagues in public schools, Sunday schools, and business houses, and furnishing badges,

pledge-cards and everything needed to carry on this work. Prof. Irish is also visiting conventions and arousing the people against this destroyer of boys. He writes: "Every victory of the anti-cigarette army is a victory for civilization and the onward and upward progress of the race. This is a mighty movement, and its results will be far-reaching. To save the boyhood of to-day from the vitiating and devitalizing influences of tobacco is to have a finer, cleaner, and nobler type of manhood in the world's to-morrow. Horace Mann spoke wisely when he said: 'Where there is anything growing, one former is worth a thousand reformers.' the anti-cigarette agitation is the most effective of all work for temperance and good citizenship. If the boys are saved from the alluring fascinations of Queen Nicotina, there is very little danger that they will be captured by the less fascinating and coarser wiles of King Alcohol. Tobacco vitiates the natural taste, creates thirst, weakens the will, and lowers the whole physical, mental, and moral tone of life, thus making our youth far easier victims of the demon strong drink. One dollar spent in a wise effort to save and protect the boys will accomplish more for civilization than one hundred dollars expended in an effort to redeem enslaved and degraded men."

—Treasurer Dickey reports the following named persons as having paid their membership fee in the State Teachers' Association in addition to the thirty reported in the JUNE MONTHLY:

31. C. W. Bennett, Piqua.
32. James Hutchinson Painesville.
33. John K. Baxter, Mt. Vernon.
34. C. A. Krout, Tiffin.
35. Joseph Krug, Cleveland.
36. Bertha Ruess, Mansfield.
37. L. E. York, Kingsville.
38. C. L. Boyer, Circleville.
39. B. O. Martin, La Grange.
40. Flora Herzog, Ripley.
41. E. B. Cox, Xenia.
42. J. D. Simkins, St. Marys.
43. E. W. Wilkinson, Cincinnati.
44. R. W. Solomon, West Mansfield.
45. F. B. Pearson, Columbus.
46. L. J. Phebus.

ELECTIONS AND REELECTIONS REPORTED TO THE MONTHLY.

Supt. S. P. Humphrey of Iron-ton, unanimously re-elected and salary increased to \$1800.00.

Supt. H. Z. Hobson of Dennison, unanimously re-elected for three years.

Supt. C. A. Krout of Tiffin, re-elected for two years and salary increased \$100.00. Principal H. H. Frazier also re-elected for two years at a salary of \$1000.00 per year.

Supt. P. M. Cox of Mt. Cory, unanimously re-elected and salary increased.

Supt. John K. Baxter of Mt. Vernon, re-elected and salary increased \$100.00.

Supt. S. F. Bowman of Waynesburg, unanimously re-elected.

Supt. J. E. Ockerman of Lakeside, re-elected for his third year.

W. E. Lumley, formerly of Ohio, and later superintendent at Pulaski, Tenn., elected to the superintendency at Toronto, Ohio.

J. H. Gibbins of Eaton, re-elected for his fourth year.

Supt. M. E. Hard of Sidney, re-elected for two years at a salary of \$1800.00.

H. L. Frank, formerly of Fostoria, and more recently of Frankfort, Indiana, elected to the superintendency at Marion.

J. A. Culler of Kenton, called to the superintendency at Bowling Green at a salary of \$1500.

J. C. Conway, for several years superintendent at Miamisburg, elected to the superintendency at Kenton.

Principal Ed. M. Mills of the Defiance High School, re-elected for two years, and annual salary increased \$100.

After twenty-three years of service, Supt. A. B. Stutzman of Kent, re-elected for another term of three years.

Supt. Frank J. Roller of Niles, re-elected and salary increased to \$1900.

Charles A. Sager of Jackson Center, elected superintendent at

Anna. W. H. Kemper of Pember-ton succeeds him at Jackson Center.

E. P. Durrant of Thornville, elected superintendent at Sunbury.

C. W. McClure of Oxford elected superintendent at German-town.

J. M. Richardson of Canton, elected to the superintendency at McConnellsville.

C. E. Woolford of Ft. Tupton, Colorado, elected superintendent at Seven Mile.

COMMENCEMENTS REPORTED TO THE MONTHLY.

Edgerton, five graduates; West Alexandria, ten; Lebanon, seven-teen; Jackson Center, three; Louis-ville, twelve; Wooster, fifty-two; Johnstown, seven; Chagrin Falls, eighteen; Medina, thirty-one; Pioneer, six; Salineville, six; Berea, twenty-five, East Palestine, five; Tiffin, twenty-three; Cam-bridge, ten; Uhrichsville, ten; St. Marys, twenty-nine; Granville, twenty-two; Jewett, seven; Hil-liard, six; Urbana, sixteen; Kirk-ersville, nine; Cincinnati,—Hughes, eighty—Walnut Hills, one hundred and fifty-seven—Woodward, eighty-four; Greenville, fourteen; Mt. Vernon, thirty-nine; Crawford Township, Wyandot County, seven; Fremont, twenty-eight; Girard, seventeen; Hamilton Township, Franklin County, (Boxwell), nine; Xenia, twenty-two; Norwalk, twen-

ty-three; Franklin Co. (Boxwell), one hundred and eighty-five; Clinton County (Boxwell), fifty; Lakeside, eight; Hamilton, sixty-two; Mal-vern, five; Sidney, eighteen; Mid-dletown, fourteen; O, S. & S. O. Home, Xenia, High School, thirty-three; Domestic Economy, seven-teen; Stenography, sixteen; Tele-graphy, six; Sandusky, twenty-nine; Niles, eleven; Corning, four; Ottawa County (Boxwell), one hundred and fifty; Belmont County (Boxwell), fifty; Canton, sixty-two; Massillon, thirty-five.

DIRECTORY OF IMPORTANT EDUCA-TIONAL MEETINGS.

[We desire to give, each month, reli-able information regarding the time and place of important educational meetings, and shall greatly appreciate the assistance of our readers and friends in securing such information. Notices relating to such meetings should reach us not later than the twentieth of the month preceding the month in which the meeting is to be held.]

NATIONAL EDUCATIONAL ASSOCIATION.

President — J. M. Green, Trenton, N. J.
Secretary — Irwin Shepard, Winona, Minn.
Place — Detroit.
Time — July 9-12, 1901.

OHIO STATE TEACHERS' ASSOCIATION.

President — E. W. Coy, Cincinnati.
Secretary — H. H. Helter, Wapakoneta.
Place — Put-in-Bay.
Time — June, 1902.

No meeting of this Association will be held in 1901 on account of N. E. A., at Detroit.

CENTRAL OHIO TEACHERS' ASSOCIATION.

President — Horace A. Stokes, Del-
aware.
Secretary — Eudora C. Baldwin, Ur-
bana.
Place — Cincinnati.
Time — November 8 and 9, 1901.

NORTHEASTERN OHIO TEACHERS' ASSOCIATION.

President — F. J. Roller, Niles.
 Secretary — F. P. Shumaker, Chagrin Falls.

Place — To be named by Ex. Com.
 Time — To be named by Ex. Com.

EASTERN OHIO TEACHERS' ASSOCIATION.

President — H. V. Merrick, Lancaster.
 Secretary — Kate Simmons, Cadiz.
 Place — Zanesville.

Time — November 29 and 30, 1901.

SOUTHEASTERN OHIO TEACHERS' ASSOCIATION.

President — B. O. Higley, Athens.
 Secretary — Charles W. Cookson, Somerset.

Place — Jackson.
 Time — October 25 and 26, 1901.

SOUTHWESTERN OHIO TEACHERS' ASSOCIATION.

President — J. W. Withers, Lebanon.
 Secretary — C. C. Donley, Middletown.
 Place — Hamilton.
 Time — October 26.

NORTHWESTERN OHIO TEACHERS' ASSOCIATION.

President — E. D. Lyon, Mansfield.
 Secretary — Rose Dunathan, Van Wert.
 Place — Toledo.
 Time — November 29 and 30, 1901.

WESTERN OHIO ROUND TABLE.

President — F. Gillum Cromer, Franklin.
 Secretary — J. W. Swartz, Tippecanoe City.
 Place — Dayton.
 Time — Nov. 28, 29 and 30, 1901.

NORTHWESTERN OHIO ROUND TABLE.

President — C. C. Miller, Lima.
 Secretary — Ethel Reed, Bowling Green.
 Place — Van Wert.
 Time — April 4 and 5, 1902.

OHIO VALLEY ROUND TABLE.

President — W. H. Maurer, Steubenville.
 Secretary — W. H. Maurer, Steubenville.
 Place — Steubenville.
 Time — November 1 and 2.

STATE ASSOCIATION OF SCHOOL EXAMINERS.

President — Horace A. Stokes, Delaware.

Secretary — C. L. Martzloff, New Lexington.
 Place — Columbus.
 Time — Christmas week.

STATE ASSOCIATION OF TOWNSHIP SUPERINTENDENTS.

President — A. B. Graham, Springfield.
 Secretary — D. H. Barnes, Osborn.
 Place — Columbus.
 Time — Christmas week.

STATE ASSOCIATION OF SCHOOL BOARD MEMBERS.

President — H. S. Prophet, Lima.
 Secretary — J. H. Williams, Columbus.
 Place — Columbus.
 Time — To be determined by executive committee.

BOOKS AND MAGAZINES.

American Book Co., Cincinnati, Ohio:

"The New McGuffey Readers." First, 17 cents; Second, 30 cents; Third, 40 Cents; Fourth, 50 Cents; Fifth, 60 cents. Entire series, containing 1120 pages of choice reading matter, \$1.97. For full particulars regarding these excellent readers, see advertisement in this issue. They have stood the test of many years and are still as popular as ever.

"The Story Reader." By Alfred E. Logie and Claire H. Uecke, assisted by Sarah A. Milner, Principal of Madison Avenue School, Chicago. Cloth, 12mo, illustrated, 128 pages. Price, 30 cents. This latest edition to the well-known Eclectic School Readings furnishes a series of simple and interesting stories, carefully graded and attractively illustrated, and well suited to appeal to a variety of interests in children.

"The Discovery of the Old Northwest." By James Baldwin, Author of *Baldwin's Readers*. Cloth, 12 mo., illustrated, 272 pages. Price, 60 cents. This book gives in a simple and interesting fashion an account of the discovery and exploration of that section of our country bounded by the Great Lakes, and the Ohio and Mississippi Rivers.

"McMaster's Primary History of the United States." By John Bach McMaster, Professor of American History in the University of Pennsylvania. Cloth, 12mo, illustrated, 254 pages. Price, 60 cents. The high reputation of Professor McMaster as a historian, and the phenomenal success of his *School History of the United States*, are sufficient guarantees of the excellence of the present book. It contains work for one school year, and gives a good general knowledge of so much of our history as every American should learn; while for those who are to pursue the study further, it will lay a thorough foundation for subsequent work.

Ginn & Co., Chicago, Ill.:

"First Year Latin." By William C. Collar, A. M., and M. Grant Daniell, A. M. The object of the book is to make the pupil at the end of one year's work reasonably familiar with the principles of pronunciation and the inflected forms, and to give to him a reasonable ap-

preciation of Latin order as well as a moderate degree of facility in applying the principles of syntax in the translation of English into Latin. Mailing price \$1.10.

"Moths and Butterflies." By Mary C. Dickerson, B. S., of the Rhode Island Normal School. A beautiful volume filled with valuable information resulting from close study and observation, and finely illustrated with two hundred photographs from life by the author. Retail price, \$2.50.

D. C. Heath & Co., Chicago, Ill.:

"Gil Blas De Santillana." Abbreviated and edited with introduction, notes, map, and vocabulary by J. Geddes, Jr., and Freeman M. Josselyn, Jr., of Boston University. Price \$1.00.

"Sudermann's Johannes." Edited with introduction and notes by F. G. G. Schmidt, Ph. D., of the State University of Oregon.

"Michelet's L'Histoire de France." Edited with introduction and notes by C. H. C. Wright of Harvard University. Price 30 cents.

"Musset's Trois Comédies." Edited with introduction and notes by Kenneth McKenzie, Ph. D., of Yale University. Price 30 cents. These three books belong to the well known and widely used "Heath's Modern Language Series."

"The Life of a Bean." Written by Students of the Oswego Normal School, and edited by Mary E.

Laing. Intended for Supplementary Reading for the First Year.

"A History of the United States." By Allen C. Thomas, A. M., of Haverford College, Pennsylvania.

A new edition, largely rewritten and thoroughly revised but retaining all the admirable qualities of its predecessor.

Houghton, Mifflin & Co., Boston, Mass.:

"The Rape of the Lock, An Essay on Man, and Epistle to Dr. Arbuthnot." By Alexander Pope. Edited with introduction and notes by Henry W. Boynton, M. A., of Phillips Academy, Andover, Mass. R. L. S. No. 147.

Longmans, Green & Co., New York City:

"Liberty Documents." Selected and prepared by Mabel Hill of the Lowell, Massachusetts, State Normal School. Edited, with an introduction, by Albert Bushnell Hart, Ph. D., of Harvard University. This is a valuable volume full of exceedingly important material presented in usable form, making a Working-Book in Constitutional History. The Texts of the Documents are presented in complete form, followed by the "Contemporary Exposition," giving the opinions and feelings of our ancestors regarding them, also the "Critical Comment," made up of approved criticisms from several standard authors. Price \$2.00.

In the "Review of Reviews" for July the aims and purposes of the Washington Memorial Institution recently incorporated for the promotion of scientific and literary research under the auspices of the Government at Washington, are fully set forth by Dr. Nicholas Murray Butler. The directorship of this new organization has been entrusted to Dr. Daniel C. Gilman, who has just resigned the presidency of the Johns Hopkins University at Baltimore. Mr. Carnegie's gift to the Scotch universities and the choice of Dr. Remsen as the new president of the Johns Hopkins University, are among the educational topics treated in this issue.

The July "Century" is a Summer Fiction Number, with stories, long or short, by Mary E. Wilkins, Frances Hodgson Burnett, Irving Bacheller, Seumas McManus, Josephine Dodge Daskam, Anne Douglas Sedgwick, Stewart Edward White and Elliott Flower, the creator of Policeman Flynn. Miss Wilkins tells a New England tale of a crystal lamp pendant and its bearing on the affairs of her heroine—a descendant of the Puritans, yet not without her touch of Celtic fancy; Mr. McManus' story, "Mrs. McCafferty's Mistake," is, of course, Celtic throughout; Miss Daskam's "A Hope Deferred" is that of a New England spinster in love with a French bachelor, M. Sylvester Laroche, a teacher,

"whose specialty was Irregular Verbs"; Miss Sedgwick's "A Lion Among Ladies" is a popular author domiciled in Westminster, and "as for the ladies, there are hundreds of them"; and Mr. White's "Girl Who Got Rattled" is the story of a wild Western experience, told with the reserve that so tragic a tale demands. Mrs. Burnett continues "The Making of a Marchioness," and Mr. Bacheller goes on with "D'ri and I." Fiction might borrow both incident and coloring from two other contributions to this number—"The True Story of Harman Blennerhassett," the ally of Aaron Burr, by Mrs. Blennerhasset-Adams, which derives timeliness from recent and forthcoming publications, and "An Escape from the Chateau de Joux," from the diary of William Girod, a French royalist suspected of complicity in an attempt to blow up the First Consul. Ex-President Cleveland continues his account of "The Venezuelan Boundary Controversy," Mrs. Anna Lea Merrit describes her experiences in gardening in her "Hamlet in Old Hampshire," Louis Dyer writes of "The Millenary of King Alfred at Winchester," with a full-page production of Thornycroft's statue, soon to be unveiled, and a reproduction of a hitherto unpublished vignette of Alfred from a manuscript of Matthew of Paris in Corpus College, Cambridge. The opening paper, by Alice K. Fallows, who told

in June of the doings of the poor male students, tells of "Working One's Way Through Women's Colleges," with many illustrations; "Impostors Among Animals" are exposed by William Morton Wheeler; Frederick Keppel has a page or two on J. F. Millet's "Wood-Sawyers," with a reproduction of the picture; and Cole's Old English Master this month is an engraving from Constable's "Hampstead Heath." —

Writing of "Boys and Girls in Libraries," Harlan H. Ballard makes this confession in the July "St. Nicholas":

I confess that during one year I practiced a mild sort of semi-deception. One day a girl from one of our factories repeated the trite demand for one of Mrs. Holmes's stories. They were all out. I offered "Elsie Venner," remarking quietly, "All the books by Mrs. Holmes are out, but here is one by Mr. Holmes; and some people think that he writes as well as Mrs. Holmes!"

The book was accepted and read with satisfaction, and later I had my reward when the stereotyped request began to vary to this: "If there's none of Mrs. Holmes's in, please give me one of the other Holmes's." I wrote to Dr. Holmes of the success of this little ruse, and told him that if he worked "real hard" he might "catch up with Mary yet." His appreciative reply is among my treasures.

"Current History" for June opens with a very able and pithy, critical estimate of the life work of Lord Salisbury, "the proudest

aristocrat in England," written from an opponent's point of view. The writer makes the remarkable statement that "the English are not a democratic people. They have less of the democratic instinct than any other nation in Christendom." The article on Lord Salisbury is probably the last from the pen of the famous English journalist William Clarke, as the writer died suddenly shortly afterwards while on a tour in Herzegovina.

The other contents of the number embrace the usual comprehensive but concise and clear-headed review of the chief news of the world during the preceding month, serving to fix in the reader's memory a clear idea of many things that the daily papers tend to render confusing. The leading topics of the month are the Situation in China, the Nightmare in South Africa, Russo-Japanese Relations, Cuban Question, Suffrage Question, Pan-American Exposition, Opening of New Ontario, the British Budget, the Invisible Spectrum, and the Pros and Cons of Trusts.

Mr. Jacob Schoenhof pleads, in the July "Forum," for more attention to "Higher Technical Training." In this respect he regards America as less enterprising than England and the Continent of Europe, and even than Japan. He accuses American manufacturers of preferring to exploit in their own mills the highly educated talent of **European countries** rather than to create schools at home. Prof. A. D. F. Hamlin thinks that more attention should be paid to architectural studies as a means of general culture. He emphasizes their importance as a basis for the study of political and social history, as well

as for that of the fine arts in general.

The Atlantic Monthly for July contains the following attractive table of contents:

King Alfred—Louis Dyer. Sixteenth-Century Trusts—Ambrose Pare Winston. Audrey, VII-IX—Mary Johnston. A Letter From Italy—H. D. Sedgwick, Jr. The Limits of the Stellar Universe—T. J. J. See. The Works on the Schooner Harvester—George S. Wasson. The New England Woman—Kate Stephens. The Tory Lover, XXXV-XXXIX—Sarah Orne Jewett. Aspects of the Pan-American Exposition—Eugene Richard White.

Two Generations of Quakers: An Old Diary—Logan Pearsall Smith. Recollections of a Quaker Boy—Rowland E. Robinson. The Steel-Engraving Lady and the Gibson Girl—Caroline Tickner. The Cardinal Virtues—William DeWitt Hyde.

The Reconstruction Period: New Orleans and Reconstruction—Albert Phelps. Mr. William Vaughn Moody's Poems. Outdoor Poems:

The Heart of the Woods—John Burroughs. Clair de Lune—Arthur Ketchum. Wind—W. Wilfred Campbell. Rain—Laura Spencer Porter. Twin Flowers on the Portage—Duncan Campbell Scott. The Ravens—Joseph Russell Taylor. In the Great Pastures—Meredith Nicholson.

The Contributor's Club.

The Anniversaries of King Alfred and Julius Caesar. A Fore-shadowing of the Supreme Court Decision. Enter the Jack Rabbit. Complementary Truth. The Crowd and the Adjective.

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COLUMBIA'S EMBLEM.

GIVEN BEFORE THE DETROIT MEETING OF THE N. E. A.

Blazon Columbia's emblem
The bounteous, golden Corn!
Eons ago, of the great sun's glow
And the joy of the earth, 'twas born.
From Superior's shore to Chili,
From the ocean of dawn to the west,
With its banners of green and silken sheen
It sprang at the sun's behest;
And by dew and shower, from its natal hour,
With honey and wine 'twas fed,
Till on slope and plain the gods were fain
To share the feast outspread:
For the rarest boon to the land they loved
Was the Corn so rich and fair,
Nor star nor breeze o'er the farthest seas
Could find its like elsewhere.

In their holiest temples the Incas
Offered the heaven-sent Maize —
Grains wrought of gold, in a silver fold,
For the sun's enraptured gaze;
And its harvest came to the wandering tribes
As the gods' own gift and seal,
And Montezuma's festal bread
Was made of its sacred meal.
Narrow their cherished fields; but ours
Are broad as the continent's breast,

And, lavish as leaves, the rustling sheaves
 Bring plenty and joy and rest;
 For they strew the plains and crowd the wains
 When the reapers meet at morn,
 Till blithe cheers ring and west winds sing
 A song for the garnered Corn.

The rose may bloom for England,
 The lily for France unfold;
 Ireland may honor the shamrock,
 Scotland her thistle bold;
 But the shield of the great Republic,
 The glory of the West,
 Shall bear a stalk of the tasseled Corn —
 The sun's supreme bequest!
 The arbutus and the golden rod
 The heart of the North may cheer,
 And the mountain laurel for Maryland
 Its royal clusters rear,
 And jasmine and magnolia
 The crest of the South adorn;
 But the wide Republic's emblem
 Is the bounteous, golden Corn!

EDNA DEAN PROCTOR.

MEETING OF THE N. E. A. AT DETROIT.

BY MARGARET W. SUTHERLAND.

Ohio is proud of being ahead in the number of persons from that State attending the National Educational Association at Detroit. Of course Michigan may have a larger enrollment if the city of Detroit is counted in, but we shall pass all the other States.

At Ohio headquarters about 800 enrolled. Our report from the N. E. A. Secretary may not show that number, as some had tourist tickets

and did not pay the membership fee of the N. E. A. But Ohio ladges were to be seen everywhere while the convention was in session. It is estimated that there were ten thousand teachers in Detroit at the time of the N. E. A. meeting; but the Detroit papers say that the actual number will never be known, as many teachers did not turn in their membership coupons at headquarters. At one station alone

three hundred coupons came into the hands of the railroad men that had not been offered for membership certificates. There was a great deal of complaint on the part of the teachers at that part of the condition of the issuing of the reduced rate tickets which required that they be stamped within two hours of the departure of the holder from the city. It was particularly annoying to ladies leaving alone on early or late trains.

Detroit is a fine convention city and the weather was very pleasant most of the time that we were there. Travel by the lakes is so delightful in the summer that hosts of teachers came to the city in that way, and great numbers left Detroit by steamers for Buffalo, Mackinac Island, or other places on the Lakes. Our own party left Detroit at 5 p. m. Saturday by the steamer City of Mackinac. We had a series of beautiful pictures that evening that will never be forgotten. Perhaps the most beautiful was seen when we passed St. Clair Flats. The sun had set but the sky was yet red, blue, and sometimes faint green. This was the back ground for what seemed like fairy-land,—houses coming up out of the water with trees around them through which lights were already gleaming, figures gliding about here and there in white or other light colors,—everything seeming bright, happy, and free from sordid care. On the boat a

band discoursing sweet music gave a charm to the ear to correspond with what the eye was enjoying. All these good things were followed by a night's rest, then another day of rare enjoyment. Lake Huron was at its best, so that every one was able to enjoy the water, the sky, the shore when we saw it, and quiet converse all day. It has never been my pleasure to be on a steamer where the air of refinement of all surroundings and of the passengers was so perfect. There was absolutely nothing to jar one's feelings. Sunday evening brought us into dear, delightful, intensely interesting Mackinac. But as I wrote of this fairy island several years ago in the pages of this Monthly, I must put it out of my head now (still keeping it in my heart) and go back to Detroit and the meeting of the N. E. A. Detroit is one of our prettiest American cities; and for many pleasant recreations at a reasonable rate it is unsurpassed. One can get on one of the pleasure boats and ride on the beautiful Detroit River as long as he pleases for ten cents. We took one of these boats one evening and made the trip to Belle Isle and return in an hour without leaving the boat. Cool breezes added to the enjoyment of lights shining and sparkling in the water everywhere. I wonder if the child's pleasure in bright things,—in stars shining above and lights beaming and sparkling from water

beneath ought ever to be lost even to the most tired-out grown people.

Our visit to Belle Isle Park was made by daylight. We took the street railway to the bridge and then crossed the bridge in hacks, paying a three-cent fare for this. Over in the Park, after wandering about for a short time among beautiful flower beds, we took one of the Park carriages and had an hour's drive around the Park, much of the time on a fine road down by the water's edge, and all this for ten cents apiece. I mention these prices not only because the matter of expense is a matter of importance to most of the teachers I know, but because I honor the city that has so many ennobling recreations for its people at a rate which will enable the people to enjoy them. We had a two-hours' ride about the city in the Yolande, an electric car, which enabled us to see the business part of the city and two of the finest residence streets without change of car. The Yolande is a comfortable, handsome car, which will not take any more passengers than can be seated in it. Its conductor points out the various places of interest, so that one is able in this way to see a great deal,—and all for *twenty-five cents*.

The Detroit teachers and other citizens did much for the comfort and pleasure of visiting teachers. Indeed, I think their genial courtesies will not soon be forgotten. The general sessions were held in

the Light Guard Armory. It was more handsomely decorated with flags and seals of different States than any building in which I have ever attended sessions of the N. E. A. On the afternoon of the opening session it presented a fine appearance. Back of the president, speakers, and other notables on the platform were raised seats on which were several hundred children of the Detroit schools. They were there to sing; and with their sweet, clear voices, well modulated, skilfully directed by Mrs. Thomas, the supervisor of music of the Detroit schools, they captivated all hearts. The three things of this opening afternoon that every one will remember, were the singing of the children and their splendid direction by Mrs. Thomas, the wonderfully winning voice of Mr. Jarvis in his songs which won all hearts, and the witty and eloquent welcome of Hon. W. C. Maybury, mayor of Detroit. Welcoming addresses and responses that are read are never very acceptable to an audience; so that we were glad for every one that spoke without notes. Hon. Richard Harcourt, Minister of Education, Toronto, Ont., was not present to respond to the welcoming addresses, but a very fitting response was made by Supt. R. G. Boone, Cincinnati. Mr. Boone referred very graciously to the educational activity in the State of Michigan and then spoke of the great benefit that comes to those

who attend the N. E. A. meetings from the exchange of ideas between cultured people, from travel, from the pleasures of social intercourse.

A very large assembly gathered in the Armory in the evening to listen to the address of the president of the Association, J. M. Green, Trenton, N. J., on the subject, "The Duty of the National Educational Association in Shaping Public Opinion," and to that of Bishop John L. Spaulding, Peoria, Ill., on "Progress in Education." Mr. Green spoke of the organization of the N. E. A., of its childhood, its youth, and its strength of manhood of the present day. He showed much of the good that had been accomplished by the Association, but pointed out the weakness that had arisen from the manifold departments not being more united. He closed by saying:

"We enter upon the new century under most auspicious circumstances. Our treasury is in a condition to warrant the expenditure of the income of each year in promoting in the most efficient manner the causes that concern us. We have reached an exalted position that commands the respect, not only of our nation, but of others as well, and we may with courage undertake the most serious educational problems that present themselves to the minds of men. May our successes of the past be but feeble prophecies of the successes that await us."

Bishop Spaulding was very eloquent and aroused much enthusiasm in his audience. He showed a wide acquaintance with the history of education and a liberality in his prophecies of what it would yet accomplish for our country. It will be impossible for me in the space allotted to me to go into detail concerning the entire program, which has already been published in the pages of the MONTHLY. I shall, therefore, speak but briefly of those papers that especially interested me. On Wednesday morning F. Louis Soldan, Superintendent of the St. Louis schools, read a paper on "What is a Fad?" It was replete with wit and wisdom. He showed the different kinds of fads, and that some things called fads by the public are not fads if they are held in their proper subordination or are properly correlated with other studies. Taste is important in all callings. Harmony is needed in all lives. So that drawing and music, while holding positions in the curriculum essentially different from that of arithmetic, still have their place. There is a fad observable in those who lie awake for things new and strange, a fad of theory, the existence of which is often seen in moral education; a fad of popular opinion which would develop power without the work of instruction, whereas the true culture of the school is the development of power through instruction. Mr. Soldan

differs with some educational enthusiasts of the past and present. He thinks the child should be trained not for what he is, but for what he shall be. Education must bear in mind ideals of manhood. Childhood is a happy time, but education must aim at the happiness of the adult. The teacher adjusts himself to the child that the child may learn to adapt himself to the happiness of the adult. Mr. Soldan told some very amusing stories to illustrate the absurdity of visualizing all reading lessons, of posing to illustrate pictures, etc. His descriptions of the fad of exaggeration brought down the house, and yet I venture to say that most of us from our own observation could have matched his stories; for instance, the extremes to which we have seen correlation carried. I attended most of the general sessions and yet I am sorry to have missed what many regarded as one of the finest addresses of the whole meeting, that of Prof. George E. Vincent, University of Chicago, on "Social Science and the Curriculum." It was on Thursday morning's program. On Thursday evening I especially enjoyed Claudesley S. H. Brereton, Melton Constable, England, on "The Problems of Education in England." He told us much of education in his country at the present day and interested us by the contrasts between education in England and in the United States. I think I take much plea-

sure in any one that tells me anything I do not know, and Mr. Brereton did that.

On Friday morning, Charles F. Thwing, President Western Reserve University, Cleveland, made an eloquent speech on "The Functions of a University in a Prosperous Democracy." Dr. Thwing has great fluency in speaking and he frequently aroused his audience to a high pitch of enthusiasm.

Dr. W. T. Harris was most cordially received. He is a man of whom every thinking American teacher is exceedingly proud. I do not believe any other man could so interest me in statistics. I think even "figgers" talk eloquently when he handles them. His paper on "Recent Growth of Public High Schools in the United States as Affecting the Attendance of Colleges," seemed to me the most promising thing, particularly as it related to high schools, that I have heard for years.

At the meeting in Detroit the department meetings were especially strong. Some of the best papers were presented to them, and the attendance upon them was large. I was very particularly pleased with the following papers: Department of Normal Schools, "The Training of Teachers for Secondary Schools," by Dean James E. Russell, Teachers' College, Columbia University, and its discussion by Prof. George H. Locke, University of Chicago; Library

Department, "The Public Libraries and the Public Schools," by Dr. James H. Canfield, Librarian of Columbia University, and "What the Normal Schools can do for Teachers on the Library Side," by Miss Irene Warren, Librarian School of Education, University of Chicago; Department of Elementary Education, "Educational Pioneering in the Southern Mountains," by Wm. Goodell Frost, President of Berea College, Berea Ky., and "Nature Study in the Public Schools," by Rev. Wm. J. Long, Stamford, Conn. There is in Dr. Frost when he talks of his work among the people of the mountains, a direct simplicity and power, a depth of sympathy and a consecration to his work that always makes me think of the early disciples. He has a mission and he fulfills it just as truly as they.

I should have been willing to have gone to Detroit just to hear Mr. Long. In my opinion those who did not hear him missed the greatest treat of the session. No words will do justice to the charm of the speaker. I rank him among the greatest talkers I have ever heard. Philosophy, poetry, a know-

ledge and love of nature, were mingled in his address in an indescribably charming manner. Everything seemed so tame afterwards that it actually was like coming from the mount of transfiguration to the plain of the commonplace.

The officers of the N. E. A. for next year are President, W. M. Beardshear, president of the Iowa State College of Agriculture; Secretary, Irwin Shepard, of Minnesota; Treasurer, Charles H. Keyes, superintendent of schools of Hartford, Conn. Supt. Chalmers, of Toledo, is the vice president from Ohio, and Supt. J. M. H. Frederick, of Lakewood, the director.

In closing I must speak of the very pleasant receptions given by the teachers of Detroit to the various departments. On these occasions the places where they were held were beautifully decorated with cut flowers, palms, and other evergreens. These decorations were noticeable, too, at the regular meeting places of the various sections. At the receptions, light refreshments were served and sweet music delighted the ear. The gracious hospitality of the Detroit teachers will long be remembered.

THE PRAIRIE OF NORTH DAKOTA.

BY D. LANGE.

We are wont to look upon the geographical features of the earth as something unchangeable, as something that always was what it is now and will always be the same. As soon, however, as we learn that great changes have taken place and are still taking place on the earth's surface, the study of Geography receives a new interest.

To the professional globe trotter, who never visits the same region twice, a North Dakota prairie would be of little interest, but one who has not dulled his perceptive powers by too much travelling and hurried sight seeing, will find much to interest and charm him on the sunny plains of the Dakotas.

After a comfortable night's journey on the Northern Pacific Express, our party arrived at Jamestown, North Dakota, early one sunny August morning. As we expected to make a long wagon trip from there, we had breakfasted on the train, so as to be ready for the start as soon as a team could be procured. We crossed the James and the Pipestem rivers, and on the edge of the bluff to the west and north the greatest meadow spread out before us. Both streams we had just crossed were fringed with trees and shrubs. Elms, cottonwoods, chokecherries, wild plums and other old acquaintances from Minnesota

form airy groves or shaded clumps and thickets; but they are much smaller than the same species are in Minnesota. For such typical trees of Ohio and Indiana forests as the shell-bark hickory, sycamore, black walnut, papaw and others you will search in vain along the Dakota streams, nor will you find the pines, spruces, firs, cedars, tamaracks, and the white, fairy birches that form the great forests of the northern parts of Michigan, Wisconsin, and Minnesota.

The trees in the region of North Dakota that is referred to, grow only in the narrow river bottoms, rarely do they ascend the slopes of the bluffs, and no trees grow naturally on the open plain above.

As we drive rapidly over the gently rolling prairie, we pass, indeed, groves of cottonwoods and box-elders planted by the settlers, but even these trees are scarcely one-fourth as large as the grand trees of the Ohio Valley.

We have left the forest region of the United States behind us and are bowling along over the once treeless plain; the endless, sunny prairies of the West. Why will trees not grow here without man's assistance? Why did this country remain a prairie? Our driver tells us that the country had very little snow last winter, and no rain in the

spring. As we ride along, however, we see many depressions filled with water, which accumulated from the heavy shower of last night; but this was the first shower since the fourth of July. One of our party informs us that the average annual precipitation in this region is only about 20 inches, which is insufficient for a natural growth of trees where the evaporation is as great as it is here. Add to this the tough, compact sod formed by the prairie grasses, the frequent, dry winds of summer, the cold, dry winds and fierce blizzards of winter, and the frequent prairie fires, which swept these plains since grass began to grow on them, and we can readily understand why the prairie remained a prairie. Conditions of climate and soil made it impossible for trees to compete with the grasses and flowers of the prairie. The grasses covered the rolling plains; but trees and shrubs planted themselves only along the larger streams, where more moisture, loose soil, and some protection from the wind enabled them to compete against the luxuriant bottom grasses.

Although the Indians never made anything else but a hunting ground out of the prairie, the strong, and well equipped civilization of the White Man, transformed the immense prairies, stretching from Illinois to the foothills of the Rockies, into grainfields so vast, that compared with them, Egypt and Meso-

potamia and other grain countries of ancient history shrink into mere good sized gardens.

The phenomenally rapid conquest and settlement of the prairie, was only made possible by the application of steam power and the construction and development of railroads. Without steam power and without railroads our Prairie Empire would not exist — the Indian and the buffalo would still roam and rule over the plains. If you walk along the streets of a prairie town, your feet tread on planks carried by the railroads from the forest to the plains, the lumber in the houses, the shingles on the roofs, every piece of furniture, every tool, every piece of metal in town was brought by the railroads from distant regions, hundreds or even thousands of miles away. Vast forest regions in Michigan, Wisconsin, Minnesota and even in Eastern States have been passed by the great migration to the plains. The products of the mines and of the forests have followed this great migration. Trace a bar of iron to its final use and you will find it in the self-binder on the wheatfield; follow the pine in its course down the forest stream, through the saw-mill, over railroads and through lumber yards, and, at last, you will find its destination in some far-away prairie town or in a young farmer's home. Our people have found it easier and more profitable to cultivate the prairie and carry

the forests to the plains, than to clear any but the richest forest soil for cultivation. Without steam power and railroads, the carrying of such enormous amounts of heavy freight over great distances, would not have been possible and civilization's conquest of the plains would have been delayed for centuries. A journey from St. Paul to Jamestown by wagon would require a week, but you may board a Northern Pacific train after supper and arrive in Jamestown for an early breakfast.

We often read that the United States have but little good land left unoccupied. If this is to mean that but little first-class homestead land is left near good markets the statement is true, but it must be understood that private parties and railroad companies still hold millions of acres of good, unoccupied farm lands, which vary in price according to quality and proximity to markets.

In the next paper I shall treat of some past and present physiographical features of the prairie and of its plant and animal life.

O. T. R. C. DEPARTMENT.

TEACHERS' COURSE FOR 1901-1902.

I. *Pedagogy*: Schaeffer's *Thinking and Learning to Think* or Scott's *Organic Education*.

II. *Literature*: (a) Arlo Bates's *Talks on the Study of Literature*. (b) *King Lear* or any other play of Shakespeare previously adopted by the Board.

III. *History*: (a) Sparks's *The Expansion of the American People* or Shailer Mathews's *The French Revolution*. (b) *The Week's Current*, the *Pathfinder*, *Current History*, *The Little Chronicle*, or an equivalent.

IV. *Nature Study*: Howe's *Study of the Sky* or Long's *Ways of Wood Folk and Wilderness Ways*.

FOR 1901-1902.

By J. J. Burns.

Data given in the brief history of the O. T. R. C. recently published in the MONTHLY, show that this organization is nearing the end of its first score of years.

It is a time, not "for memory and for tears," but for hopes that its future may be yet brighter and for resolves to aid in making it so.

The Board of Control directed that with the concurrence of the editor, the Reading Circle department in this journal be continued as in the past, and Mr. Corson in the Semi-centennial number signified not only his willingness but his determination. He will continue his department of questions upon some

of the books of the course, especially the pedagogies and the histories, which questions will admirably serve a purpose in reviewing, in testing one's work, in bringing to light matters passed over too lightly. I am not prepared just now to say which of the authors who have books in our reading course will contribute to the department, but I have ground for believing that more than the usual number will thus favor us.

The secretary expects to furnish brief "Sky-Notes" during a series of months, some "Talks on Lear," and a few nature notes probably to be headed "In My Garden."

In addition to the above we may hope to have help from others.

From two or three counties word has come to the board that too much work is demanded each year to do the reading.

The four lines seem to us to make up a perfect and symmetrical course of reading and thinking and observing and we aim at least to avoid putting an excessive amount into either. Let us look for a few minutes at 1901-1902, prefacing an axiom that the *work should begin promptly—surely the middle of September is late enough*. One of the pleasantries of my position is to get a letter about Christmas, informing me in a few well-chosen words, to use a threadbare phrase, that the writer is "contemplating"

—never purposing or intending—joining the O. T. R. C., and wanting to know how the thing's done.

From the middle of September till the middle of April we have seven good long months. The reader in earnest should "carry" two branches at a time. I always had three on the evening program when I was lucky enough to belong to a club, dropping one of the three and taking on the omitted one the next week.

Now we can divide the seven months' work into two parts: First, pedagogy and nature; second, literature and history. In seven months one can carefully read either of the pedagogies and either of the nature books. In the same seven months one can read Talks on Literature, Lear, and either the French Revolution or the Expansion of the American People. I am trying to size up the amount of work as compared with the time, but in practice I would advise the bringing along of all the four lines from the first, the manner depending upon the matter. For instance, Long's charming little dramas of the woods would hold a reader three or four evenings. He might then assign the volume to a quiet nook for a few months, then take it down and enjoy it over again. It will stand the test.

In A Study of the Sky he might read Chapter I in an evening or two, then skip over to the studies

of sun, moon, and planets. In January let him resume the book at the Constellations of January and February, not for the reading but for the upward looking.

Naturally the method of using Learning to Think and Organic Education would differ from these and from each other, but I will keep my plough out of those fields.

HELPS, HINTS, AND SUGGESTIONS.

ENGLISH GRAMMAR.

By A. F. Waters.

(Participles, Participial Nouns, Participial Adjectives Continued.)

25. Some grammarians insist that a Participial Noun will take "the" before it without changing the meaning, others that it must have an adjective or its equivalent modifying it.

But such a test is made of no other noun, and in the general make-up of the participial noun there is nothing to indicate that it may be or that it must be so restricted at all times.

26. Here are nouns that are not modified, and it would be absurd to attempt placing "the" before them.

He is fond of *drink*.

They revel in *song*.

We delight in *poetry*.

Virtue is the condition of *happiness*.

Spelling and *reading* are necessary studies.

Besides we have sentences from very good authority in which the noun and verb properties of the participle are so well balanced that

the participle takes an object or an adverb and at the same time is preceded by "the." Here are a few of them:

"*The suffering Ireland* to send anything to these colonies is itself a favor."

The submitting to one wrong brings on another.—Longfellow.

27. There are sentences in which it is impossible to determine whether the word in *ing* is a noun or a participle. For example, if in the sentence, "*She delights in singing*," we mean to say that her delight is in the singing of others, it is a noun; but if on the other hand the meaning is, she delights in, or finds enjoyment in, her own act of singing, it is a participle. Whether a word is a noun or a participle frequently depends upon the interpretation placed upon the meaning. If the idea of action expressed or time is present, it is a participle; otherwise it is not.

28. The sentences below will show how the verbal properties of the participle in -ing fade out beginning with objective and adverbial adjuncts, and how as these

fade out the noun properties begin to grow, until it loses all its verbal nature and takes on the noun use in its entirety:

Speaking a piece in the morning before the guests arrived was quite easy.

His reading a poem surprised us.

Singing is an easy matter.

Painting became her greatest accomplishment.

The reading of cheap novels is much to be deplored.

She at first studied *landscape painting*.

The best painting is done only by our most skilled artists.

29. A general action is frequently represented by a noun in -ing, the present participial form of the verb, because there is no other noun to express it. For example:

He studied *spelling*.

They enjoy *skating*.

Grazing is their chief occupation.

He gave up *plumbing* for other business.

But in not a few cases we have nouns differing in form from the participle to express the general action; thus we do not have to say:

Pupils like *analyzing*.

Our pupils need time for *recreating*.

The program did not allow sufficient time for *studying*.

Children never think they have enough time for *playing*.

For we have a regular noun form for these concepts, and we can say:

Pupils like *analysis*.

Our pupils need time for *recreation*.

The program did not allow time for *study*.

Children never have enough time for *play*.

(To be Continued.)

DOGS AND CATS.

By G. Dallas Lind.

These two animals have been companions of man from the earliest times. Cats were worshipped by the Egyptians and their embalmed remains are found among their monuments which are believed to be four thousand years old. Reference is made to cats in Sanskrit writing dated two thousand years ago. In Cairo at the present time there is an asylum for homeless cats. No one knows when the dog was first domesticated, but probably he was the companion of man at an early period. Remains of dogs are found along with remains of prehistoric man in Denmark and Switzerland. The dog was also worshipped by the Egyptians and they were sometimes embalmed. The Jews regarded the dog an unclean animal, probably because it was an object of worship by their oppressors, the Egyptians.

Although these two animals have been companions of man for a very long period, there is ample proof that they both existed for many years in a perfectly wild state. The fact that in many instances they have been known to escape from

domestication and run wild is proof of this. In the mountain districts of Cuba there are wild dogs and cats of the same species as those we domesticate. The strongest proof, however, that these animals were not always companions of man is derived from observation of their peculiar habits in the domestic state. There are many differences in the habits of dogs and cats which can be accounted for in no other way than that they are inherited peculiarities which were produced in the wild state by difference of environment.

The dog shows in his everyday habits that his ancestors were inhabitants of an open country. He never lies down without first turning around, frequently several times. I once asked a pupil in zoology why a dog turns around two or three times before lying. The reply was amusing. Said the pupil, "He turns around once to see that there is nothing in the way, then thinking one good turn deserves another, he turns again." But this is evidently not the right explanation. In a wild state he makes a nest in the grass by turning around and the habit is inherited. Most Europeans make more gestures in talking than Americans do. This is because for ages they have lived under oppressive governments, where freedom of speech was unknown, so they were obliged to talk by gestures.

The cat is descended from an ancestor who lived in the woods. This is shown by the fact that in the house the cat prefers to lie on chairs, sofas or bed to lying on the floor. The dog, on the other hand, prefers the floor. The cat's ancestors slept in trees, the dog's progenitors slept in the grass. Cats have the habit when pleased of rubbing themselves against the legs of persons or against chairs and tables. This habit was acquired by living among trees. The dog has no such habit, but he frequently rolls on the ground or floor.

The cat moves its tail when angry, the dog when pleased. With the cat the motion of the tail is merely an evidence of excitement, as when watching for prey, but with the dog the tail is an organ of expression. This shows that cats are solitary animals in the wild state, while dogs are accustomed to associate in packs. The cat is attached to the place, the dog to the person. This is because animals seeking their food in trees and under cover do not wander far from one spot, while the resident of the plain must make long journeys and would have less attachment for a locality than for others of their kind. Persons who keep dogs generally keep but one, so that in domestication the dog seeks companionship with man. A dog left alone becomes uneasy, not so the cat.

Cats dislike water, although fond of fish. This arises from the fact that the ground under trees is generally dry, there being an absence of dew and grass, but forest streams contain fish and trees often lie across them in such a way that a cat could watch for fish and catch them without getting wet to any great degree. It is said that some of the large members of the cat family in South America catch fish by lying on a log over the water with the tip of the tail touching the water as a lure to the fish.

- I once saw a cat reach into a globe and try to catch a gold fish in the water. Dogs do not mind getting wet, having been accustomed to it in a wild state hunting in the long grass.

The cat is treacherous, the dog is not. The cat secures prey by stealth, the dog by open pursuit, hence the respective characters become impressed upon the races.

There are many varieties of dogs and but few of cats. This is, perhaps, because more different uses can be made of dogs than of cats. Dogs are used for hunting various kinds of game, for guarding property, for ornaments and for mere pets and companions, hence breeders have selected them for the various qualities required and thus so many different breeds. Cats are for pets and for catching mice only, hence there is but little inducement to

select in breeding. One variety of cat can catch mice as well as another, but different varieties of dogs are needed for different kinds of game and for guarding different kinds of property, as houses and sheep.

Knowing the environment that must have surrounded these animals in a wild state we are able to explain all their differences of form as well as their differences of habit.

The cat's claws are curved, sharp, and retractile, characters certainly adapted to climbing and stealing quietly upon the prey. The dog's claws are strong, blunt, and non-retractile, which adapts him to running. The finer fur of the cat enables the animal to glide noiselessly along and fine fur must be kept dry. The coarser hair of the dog is a better protection in the wet grass.

Give the children a lesson in Nature Study on cats and dogs. Much that I have given in this article you can make the pupil tell by judicious questions. Have a conversation with your pupils on cats and dogs and what they cannot be made to tell by questions, you may tell, and it will be efficient because you will have aroused their interest. Do not attempt to amuse, but to interest the child in those things he already knows something about. This is the secret of education.

CURRENT HISTORY.

By F. B. Pearson.

Experiments in tea raising are being conducted with very encouraging results by the department of agriculture. Tea plants are imported from China, Ceylon, and Japan, and distributed among the southern states from the Carolinas to California for experimental purposes. Two tons of tea of such fine quality were grown at Summerville, S. C., that New York capitalists have formed a syndicate and bought 6,000 acres of land in that state which they will devote to tea-farming. With the imported machinery in use in South Carolina the black product can be transformed into green tea in one hour.

Secretary Wilson of the department of agriculture says it is only a question of a short time when we shall be able to produce all the tea that we require.

* * *

An act of the general assembly of North Carolina "To encourage the establishment of libraries in the public schools of the rural districts," provides that when any country school district shall have raised ten dollars for the establishment of a library, the county and state boards of education shall each contribute ten dollars more for the purchase of books. The libraries thus gathered are placed free of charge at the disposal both of the school children and their parents, and provision is made for the inter-

change of the libraries from school to school, so that each may have the benefit of all.

* * *

There was recently quarried at Crotch Island, Stonington, Maine, a solid block of granite 325 ft. long, 50 ft. wide, and 38 ft. thick. The weight of the block is 25,000 tons — the largest ever quarried in this country. As a little computation will show it would require more than six hundred cars to transport this amount of freight.

* * *

During the fiscal year ended June 30 \$29,919,053 worth of precious stones were passed through the New York custom house. This amount largely exceeds the total of any other year in the history of the country and exceeds by over \$3,000,000 the entire importations of the four years ended in March, 1896. The placing of precious stones in their rough or native state upon the free list has established a new mechanical industry in America, and now nearly one-half of the precious stones sold in this country are cut and polished here.— *Bradstreets*.

* * *

Advices from France state that an engineer in that country by the name of Maiche claims to have solved the problem of telephoning by submarine cables to great distances. He has been carrying out some exhaustive experiments on the point, and it is stated that at Calais recently M. Maiche suc-

ceeded in transmitting a telephonic message with perfect distinctness through a cable 400 miles long. — *Electricity.*

* * *

The women of Norway are planning a movement against the ravages of consumption. A campaign of education has been inaugurated by the Sanitary League of Norwegian Women which, they hope, will reach every household. Measures of prevention are to be devised and taught, lectures are to be given, and leaflets on the subject are to be scattered broadcast among the people. The press will also have a conspicuous part in the work and there can be no doubt that much good will be done by the movement.

* * *

The recent edition of the Boston city directory contains sixteen pages of Smiths — and that in spite of the fact that Captain John disembarked at Jamestown and not at Boston.

* * *

Some discussion has arisen as to the title which King Edward VII will assume upon the occasion of his formal coronation. The one that seems to meet with most favor is "Of the Dominion of Canada, Commonwealth of Australia and the Federated States of South Africa Lord High Protector." Whether this is to be subjected to the process of abbreviation has not been stated.

* * *

Lord Selborne, outlining in the British house of lords last week the

plans of the government for improving the navy, said that it was proposed to establish a school of naval strategy, such as existed in the United States. Lord Dudley, parliamentary secretary to the board of trade, said it was clear that Great Britain would have to look elsewhere than to her mercantile marine for naval reserves, adding that the number of British seamen was now five thousand fewer than it was thirty years ago.

* * *

The celebration of the thousandth anniversary of the death of King Alfred the Great which was observed at Winchester last month was a fitting recognition of the truth of his own words: "It behooves me in all truth to say that my resolve has been to live worthily, and to leave to men who should come after I have lived a remembrance of me in good works."

* * *

There seems to be some evidence in support of the contention that Buddhist monks visited the western coast of America long before Columbus was born — especially Mexico, Yucatan, and Central America. Philologists claim to have found linguistic evidences of this, and archæologists seem to have discovered many images of Buddha in the National Museum of Mexico. The dates given go as far back as 458 A. D.

* * *

In a few weeks the women of Norway will be ready to take part

in local elections as full fledged voters. A bill conferring the municipal franchise upon women has passed both houses of the Norwegian parliament (storting) and will become a law at the end of the present session. Under the new law a woman is entitled to vote if she pays taxes upon an income of at least 300 crowns (\$71) in country districts or 400 crowns (\$108) in cities. In the case of a husband and wife who have all in common, the wife is entitled to vote if the husband pays taxes upon an income of at least 300 crowns in country districts or 400 crowns in cities. — *Chicago Skandinaven*.

* * *

In the death of John Fiske our country loses its foremost historian, a writer who has charmed myriads of readers by his lucid interpretations. His inherent love for books, even in early boyhood, lent color to the popular notion that he was an intellectual prodigy. But he was not a recluse in any sense of the term. On the contrary he enjoyed society, and yet had the power to extract much material in his daily contact with men that was useful to him in his work.

**STATE EXAMINATION QUESTIONS,
JUNE 25, 26 AND 27, 1901.**

GEOMETRY.

1. Demonstrate — If from any point in the base of an isosceles triangle parallels to the legs are

drawn, show that a parallelogram is formed whose perimeter is constant, and equal to the sum of the legs of the triangle. 2. Demonstrate — If the diagonals of a trapezoid are equal, the trapezoid is isosceles. 3. Demonstrate — If two circles touch each other and two secants are drawn through the point of contact the chords joining their extremities are parallel. 4. Demonstrate — The shortest line and the longest line which can be drawn from a given point to a given circumference pass through the center. 5. Demonstrate — The diameter of the circle inscribed in a right triangle is equal to the difference between the sum of the legs and hypotenuse. 6. Demonstrate — If an equilateral triangle is inscribed in a circle, the distance of each side from the center of the circle is equal to half the radius of the circle. 7. Divide a right angle into three equal parts. 8. Find the shortest path from A to B which shall touch a line D C. 9. The sides of a triangle are 9, 12, 15. Find the segments made by bisecting the angles. 10. The height of a right circular cone is equal to the diameter of its base; find the ratio of the area of the base to the lateral surface.

ARITHMETIC.

1. Suppose the hour, minute, and second hands of a clock turn upon the same center, and are together

at twelve o'clock; how long before the second hand, the hour hand, and the minute-hand respectively will be midway between the other two hands? 2. If $\frac{3}{5}$ of A's number of sheep + $\frac{3}{4}$ of B's number equals 180, and $\frac{3}{4}$ of B's number is to $\frac{3}{5}$ of A's number as $\frac{8}{9}$ to $\frac{4}{5}$; how many sheep has each? 3. How long must a tape be to wind spirally around a cylinder that is 40 feet long and 3 feet in circumference, provided it is to pass once around the cylinder every 4 feet? 4. A's money added to $\frac{3}{5}$ of B's, which is to A's as 2 to 3, being put on interest for 6 years, at 4 per cent, amounts to \$744. How much money has each? 5. How many cannon balls 4, 6 or 9 inches in diameter can be placed in a cubical vessel, 3 feet on a side; and how many gallons of wine will it contain after it is filled with the balls? 6. A hunter standing 39 paces of 3 feet each from a pole 6 feet in diameter and 95 feet high, shoots a hawk from its top; how far did the ball move to reach the hawk, provided the point from which the ball started was 5 feet above the ground? 7. A and B go into partnership, each with \$4,500. A draws out \$1,500, and B \$500 at the end of 3 months, and each the same sum at the end of 6 and 9 months; at the end of the year they quit with \$2,200; how must they settle? 8. If C's money is 20 per cent less than D's; then D's is how many per cent more than C's?

TRIGONOMETRY.

1. How do you find the trigonometric functions of an acute angle in a right triangle? 2. Represent these functions by means of lines. 3. In a right triangle, given the hypotenuse, and also $\sin A = m$, $\cos A = n$; find the legs. 4. Given $\sin 30^\circ = \frac{1}{2}$; find the other functions of 30° . 5. What are the signs of the functions of the following angles: 340° , 400° and 1200° ? 6. What angles less than 360° degrees have a sign equal to $-\frac{1}{2}$? A tangent equal to $-\sqrt{3}$? 7. Obtain a formula for the area of an isosceles trapezoid in terms of the two parallel sides and an acute angle.

ALGEBRA.

1. $\frac{1}{2}x^2 - \frac{1}{3}x + 7\frac{2}{3} = 8$ } find x .
 $x^2 - 8x^3 = 513$
2. Write the values of $8\frac{2}{3}$, 8^0 , $16\frac{2}{3}$ and $(8a\frac{1}{2}6^2)\frac{2}{3}$.
3. Find the H. C. D. of $2x^3 - 4x^2 - 13x - 7$ and $6x^3 - 11x^2 - 37x - 20$.
4. $\frac{1}{x} + \frac{1}{y} = 5$ } find x and y .
 $\frac{1}{x^2} + \frac{1}{y^2} = 13$
5. Extract square root of $x^6 + 3x^5 + 6x^4 + 7x^3 + 6x^2 + 3x + 1$.
6. Resolve into the simplest possible factors:
 - (1) $6x^2 + 5xy - 6y^2$
 - (2) $x^3 - 13x^2y + 42xy^2$
 - (3) $(a + 2b + 3c)^2 - 4(a + b - c)^2$
 - (4) $81x^4 - 625y^4$.

7. Expand $\left(\frac{2x^2}{y} - \sqrt[3]{y^2}\right)^6$. (By the Binomial formula.)

8. Simplify: $\frac{3}{4}\sqrt[3]{\frac{2}{3}} + 0.8\sqrt{\frac{1}{2}} - \frac{1}{16}\sqrt[3]{96} + 1.5\sqrt[3]{\frac{1}{4}} - \frac{1}{16}\sqrt[3]{1750} + 8\sqrt{\frac{1}{8}}$

9. $\left. \begin{array}{l} (1) 3x + 4y + z = 35. \\ (2) 3z + 2y - 3t = 4. \\ (3) 2x - y + 2t = 17. \\ (4) 3z - 2t + u = 9. \\ (5) \quad \quad t + y = 13. \end{array} \right\} \begin{array}{l} \text{find} \\ x, y, \\ z, t \\ \text{and } u. \end{array}$

10. A gives B 100 yards start and overtakes him in 4 minutes. He also gains 750 feet on B in running 9,000 feet. Find the rate at which each runs.

CHEMISTRY.

1. How much H_2SO_4 will react with 50 pounds of NaOH ? S, 32; Na 23. 2. Balance up this equation: Zn plus HNO_3 equals $\text{Zn}(\text{NO}_3)_2$ plus? 3. How many cu. centimeters of O will it take to burn 300 cc. of CH_4 , and how much CO_2 will be formed? 4. Substitute pounds for cc. in 3d and solve. 5. Give all the equations necessary to illustrate the burning of the common match. 6. Describe the processes of making the different kinds of iron. 7. Distinguish acids, bases, and salts. 8. Contrast oxygen and nitrogen. 9. Give Avogadro's Law and explain. 10. Define: Allotropy, brass, chemism, choke-damp, fire-damp, efflorescence, valence, soap, yeast. Give symbol for sugar, calcium, phosphate, limestone, marble, quartz, and three anhydrides.

MUSIC.

1. How do we indicate the length of musical sounds? What do you understand by the great staff? How is the pitch of musical sounds indicated? What is the use of the clef? 2. What color was used to denote the line on which middle C belonged in early manuscript music? What collective name is given to the sharps or flats at the beginning of a composition? What is meant by an enharmonic change? How would you describe musical accent? 3. How can we increase the time value of a note? Can the value of a note be increased more than once in this way? How do you distinguish a whole rest from a half-rest? How are musical sounds arranged in order? 4. What kind of a rest is always used to indicate a full measure rest? What is the use of a double bar? What is the difference between accent and rythm? How many thirty-second notes are contained in a dotted half-note? 5. Indicate with one rest the value of a dotted quarter, a quarter, a dotted eighth, an eighth, and a sixteenth rest. What is the object of the sounding-board of a piano? What is the cause of the difference between the voice of a man and a woman? What is the range of the human ear?

GEOGRAPHY.

1. Where is the "Valley of the Upas Tree?" What city stands on

twenty-six islands? Where and how is Venice built? What is the location of St. Petersburg? 2. Where is the famous "Stone Mountain"? Where is there a "Lake of Pitch"? Why is Egypt called the "Gift of the Nile?" Where are the Falls of Kärtern? 3. What is the nearest American town to Europe? Where is the Inchcape Rock? What is the origin and meaning of the name of the "Lone Star State?" The waters of what river can be detected three hundred miles at sea? 4. How old are Niagara Falls believed to be? Where is Titan's Pier? Where are the Falls of Tequendama? Locate Herculaneum and Pompeii and tell how they were destroyed. 5. What is the meaning of Bab-el-mandeb, and to what does it apply? What is the highest fortress in the world? Where was Captain John Smith's life saved by Pocahontas? What was the location of the celebrated gardens of the Hesperides?

PHYSICS.

1. In what line does a stone fall from the mast-head of a vessel in motion? What is the comparative kinetic energy of two hammers, one driven with double the velocity of the other? Name some solids that will volatilize without melting. Why is the point of a pen slit? 2. What should be the length of a pendulum to vibrate quarter-seconds? At what distance above the surface of the earth will a body fall,

the first second, $21\frac{1}{2}$ inches? What is the length of a pendulum that vibrates 200 times in 15 minutes? What is the volume of a ton of gold having a specific gravity of 19.34? 3. What is the density of a body which weighs sixty-three grams in air and thirty-five grams in a liquid with a density of .85? How high a column of water can the air sustain when the barometric column stands at twenty-eight inches? The pressure of the atmosphere being 1.03 kg. per sq. cm., what is the amount on 10 square meters? If a meteor were to explode at a height of 60 miles, would it be possible for its sound to be heard at sea-level? 4. At what rate in feet will sound move through air at sea-level, the temperature being 20° C.? What is the principle of heating by steam? How low a degree of temperature can be determined with a mercurial thermometer? Why do the two parallel tracks of a railroad appear to approach in the distance? 5. Define electrical potential, volt, ohm, ampere. Compare fractional and voltaic electricity. Distinguish between static and dynamic electricity. What are the physical, chemical, and physiological effects of voltaic electricity?

THEORY AND PRACTICE.

1. Name five conditions of easy control in the school-room. 2. What are the ends of intellectual training? What are the ends of school-government? 3. Make out

a daily program for a sixth grade and give your reasons for placing reading and arithmetic where you do. 4. What is meant by a natural incentive? By an artificial incentive? Give an example of each. 5. What are the ends to be accomplished by punishment? 6-10. Write a two-hundred word essay on "The Training of the Will."

PSYCHOLOGY.

1. What relation between psychology and pedagogy? Psychology and methods of teaching? What benefits may the teacher derive from the study of psychology? 2. What is memory? Conditions of goodness in memory? Methods for improving the memory? 3. What is imagination? Appreciation? Perception? Sensation? Attention? 4. What is reasoning? Instinct? Emotion? Enumerate the instincts of man. 5. Meaning of ideo-motor action? Illustrations. Its function? Illustrations. 6. How did you learn of time, space, and number? 7. Do we inherit the psychical or the physical? Explain. 8. Give example of activity that is not volitional. 9. Is the idea of substance derived from the senses? Is it the eye or the mind that sees the object? Is there much known of the inter relation of body and mind? Is the cause of sleep known? 10. What is will? What relation between will training and character

building? What authors on psychology have you read carefully?

U. S HISTORY (Including Civil Government).

1. What effects did the discovery of America have upon Europe? What influence did the Indian character have upon the early settler? 2. Draw a map showing the Confederate States of America. 3. Make an outline of the principal events of the administration of the fourteenth President. 4. What are the qualifications of a representative? How far may judgment extend in the case of impeachment? 5. What is meant by "raising revenue?" In what is the judicial power of the United States vested? 6. Write a short biography of Franklin Pierce. 7. Give the principal events of the Revolution previous to July 4, 1776. 8. What was the "Force Act?" The "Macon Act?" The "tariff of abominations?" The "Kitchen Cabinet?" The "Spot Resolution?" 9. What were the three great compromises of the Constitution? When was it adopted? When did it go into effect? 10. What led to the impeachment of President Johnson? What were the provisions of the treaty of Washington?

SCIENCE OF EDUCATION.

1. What are the processes of the acquisition of knowledge? 2. In what ways do the child's activities find expression? 3. Will the

strengthening of one faculty of the mind have any effect on other faculties? Give illustration. 4. In teaching, should induction or deduction precede? Why? 5. What is meant by the doctrine of interest? Is drudgery beneficial? 6. What must the teacher keep in mind in the assignment of a lesson? 7. Name three objects of the recitation and show how these objects are to be accomplished. 8. What are the differences between a drill and a review? Why are examinations necessary? 9. Of what value to a teacher in interpreting the character of a pupil are the companionships and the books of the pupil? 10. Discuss: Do individualities differ to such an extent as to make it impossible to apply any laws to human development?

HISTORY OF EDUCATION.

1. Name three Athenian educators. Show the agreements between the aims of Athenian education and the aims of popular education in the United States. 2. Make a short criticism of Roman education. 3. What was the fundamental defect in the teaching of Augustine? Did Tertullian live before or after Augustine? 4. Of what benefits to education were the monasteries? 5. What was scholasticism? What was its object? When did it exist? 6. Under the feudal system, into what three periods was the education of the knight divided? 7. Who were the

three great Italian humanists? Name two books written by Erasmus. 8. Contrast the dispositions of Luther and Melancthon. What great work did they carry on together? 9. Give brief accounts of two leading educators of the seventeenth century. 10. Give an outline of the work of Pestalozzi at Stanz.

GENERAL HISTORY.

1. Who was born in Europe, died in Asia, and was buried in Africa? What became of the two Spartans who did not fight at Thermopylæ? Where is the Key of the Bastile? Who were the three kings of Cologne? 2. What was the Ear of Dionysius? Who was the "Old Man Eloquent"? Who first circumnavigated the globe? Who betrayed the secret path at the Pass of Thermopylæ to Xerxes? 3. What was Ket's Rebellion? What was the fate of Louis XVII? Who was the executioner of Charles I? Who assassinated William, Prince of Orange? 4. What monarch was obliged to beg his bread? What American officer of the Revolution was kept a prisoner at Jamaica? What was the republic of Andorra, and when was it established? Of what science was Aristotle the founder? 5. Give the names of the city that was founded by Pizarro and in which he was assassinated. Who caused the massacre of one hundred thousand Romans? What event in England marked the 3d

and 14th of September, 1752? Why was Washington called the American Fabius?

ENGLISH LITERATURE.

1. What is meant by Old English and Middle English? When did each begin and end? When did Modern English begin? Name some writers in each epoch. How do these divisions differ from each other? 2. Give a brief account of the Venerable Bede. What one work of his is of the greatest importance to the English nation? 3. Who is called "The Father of English Poetry?" Who is said to be the first to use the "King's English?" What are the two forms of literature? Name eight kinds of poetry and give an example of each kind. 4. What may be said of the age of Chaucer? Who were some of his contemporaries? Who is called "The Morning Star of the Reformation?" 5. What was the character of the age of Caxton? Name four great events of his age. What effect upon the language did the printing press have? 6. Of whom was it said "There is but one wit in England?" Who wrote "Utopia," and what does it describe? What do you know of Roger Ascham? Who made Kilcolman Castle famous? Who is the hero of "The Faery Queene?" 7. Name the three periods of Milton's career. In which two were most of his poetical works written?

Name some of the works written in each period. 8. Who wrote Hudibras and what was the object? Give a brief account of John Bunyan and his leading work. 9. Why was Pope so thoroughly hated by contemporaries? Name three of his greatest works. 10. Who wrote the following: Assembly of Fools, Shepherd's Calendar, the Anatomy of Wit, Hero and Leander, Every Man in His Humor, the Schoolmaster, Hymn to the Nativity, The Tale of the Tub, Night Thoughts, Highland Mary, Tam O'Shanter, The Vanity of Human Wishes, Essay on the Sublime and Beautiful, Don Juan, The Skylark, We Are Seven, Heart of Mid-Lothian, Elia, The Talking Oak, The Origin of Species, The Last Days of Pompeii, The Gold Bug, The Hanging of the Crane, The Biglow Papers, Old Ironsides, Bitter-Sweet?

READING.

1. Give the different methods of teaching beginners how to read. 2. Which one of these methods is superior to the others? 3. Should spelling be taught as a part of reading? Why? 4. Give your views of concert reading. How should punctuation be taught in connection with reading? 5. What are the chief requisites for a good reader? How can pupils be taught to read understandingly? How do you cultivate a taste for home reading in your pupils?

RHETORIC.

1. Name some of the advantages to be derived from the study of Rhetoric. Give an outline of an essay on any subject. 2. Define simile, allegory, epigram, metonymy and hyperbole. Distinguish between beauty and sublimity. 3. Where tastes differ, what is the standard? Name some of the essential properties of style. Define literary criticism. 4. What are the relations of Rhetoric to grammar and logic? Distinguish between theme and topic. How does a thesis differ from an oration? 5. Is elocution a part of Rhetoric? Does punctuation mark the elocutionary pauses? What are the chief qualities of discourse?

POLITICAL ECONOMY.

1. What is the province of Political Economy? What effect has the advance of a nation in wealth and population on the profits of commerce and labor? 2. What is the relation of law to liberty? Mention briefly the principal arguments for and against the policy of a protective tariff. What is meant by a gold standard? 3. Mention several of the common economic mistakes in American agriculture. Distinguish between money and legal tender and state what is legal tender in the United States now. 4. What effects have the scientific discoveries of the past fifty years had on the commercial interests of the country? How does the in-

vention of labor-saving machinery benefit labor? 5. Which will furnish the more prosperous conditions, to have the capital of a country owned by many small capitalists or by a few large ones? What are some of the evils likely to arise from an inflated currency?

ASTRONOMY.

1. What is the sun's right ascension at the autumnal equinox? At the vernal equinox? How high above the horizon of any place are the equinoctial points when they pass the meridian? What is the co-latitude of a place? 2. What is the declination of the zenith of the place in which you reside? If the right ascension of the sun be 280° , in what sign is it then located? Would the earth rise and set to a Lunar day? Can there be a transit of Jupiter? 3. How many times does the moon turn on its axis each year? How many real motions has the sun? How many apparent ones? How do we know the intensity of the sun's light on the surface of any planet? 4. Why do the dates of the solstices and equinoxes vary a day in different years? Why does not the earth move with equal velocity in all parts of its orbit? What do the moon's phases prove? What is the length of a Saturnian century? 5. What is the sun's declination at the winter solstice and at the autumnal equinox? How do we know the heat of the sun's rays at any planet? Why can

we at times see both poles of the planet Mars? Name three bright stars which lie near the first meridian.

BOTANY.

1. Draw an embryo and point out and give use of each part. To what part of a plant does each part of the embryo correspond? 2. Give examples of the different parts of a plant that may be used for food-storage. Name different uses to which leaves may be put; also roots. 3. Draw and point out the different kinds of leaves as to general outline, apex, base, and margin. 4. Speak of the movements of the whole plant, roots, stems, leaves, flowers, liquids. 5. Name and give use of the three barks of a plant. Name kinds of cells. Give parts and composition of a living cell. 6. Tell all you know about any species of the lily family. 7. Define and give example of following: Funicle, syngenesious, dioecious, diadelphous, bearded. 8. Name use or advantage of the following relative to our common dandelion: *a.* Plants are "gregarious" besides having 150-200 flowers in a head; like the dog, they follow man along his roads and to his home. *b.* Root: Large, long, tap-root. *c.* Scape: Hollow, hairy; thin epidermis easily punctured; short and often declined before blooming; more erect when blooming; declined after blooming; erect and long when seeds are ripe. *d.* Sap: Bitter; becomes sticky

when exposed to air. *e.* Involucres: Two; outer one early and permanently reflexed; inner closed at night and after blooming until seeds are ripe, and during rainy days. *f.* Flowers: 150-200 in a head; have color, odor, nectar; visited by 20 different insects; open for several days; inner flowers do not open until two or three days after the outer ones appear; new heads of flowers continue to appear for several months. *g.* Seeds: Each supplied with a pappus; pappus on stalk or handspike; seed sharp pointed, with barbed sides, and retains pappus for a time after transportation. *h.* Leaves: A rosette spreading thickly on the ground; lobed or divided.

PHYSIOLOGY.

1. Give three tests by which a cell or other body may be known to be alive. 2. Are blood and lymph tissue? Why? 3. Describe oxidation in the body and name its products. 4. Name five classes of food and state which, if any, can enter the blood without being first changed. 5. Name or locate the two main cavities of the body and state what each contains. 6. Contrast or compare the importance of the work done in the stomach and intestine. 7. Show that each organ of digestion is perfectly adapted to its work. 8. Describe the nervous and muscular mechanism of the heart. 9. Show that the stomach, intestine, and skin are

respiratory organs. 10. How ventilate a school-room?

STIMULANTS AND NARCOTICS.

1. Describe fermentation. 2. How distinguish an artificial from a natural appetite? 3. Give action of alcohol upon the mucus membrane. 4. Define narcotics and show how their use may become a habit. 5. Give the effects of alcohol and tobacco upon the heart. 6. Show that alcohol affects the respiration of the cells. 7. How may alcohol produce kidney disease? 8. Show that bad company kept by drinkers affects the mind.

ORTHOGRAPHY.

1. Spell: Acceptible, metallic, subpena, pilage, miliner, extol, tillage, maelstrom, mitigating, mineralogy, cantalope, bannana, receive, rabbit, domicil, Philippine, grosbeak, laboratory, paraphrenalia, tremendous, indellible, predudice, grateful, primer, boodwor, pikant, bivwak, sortee, shaperon, vinyet, kwezene, memwar, konyak, angkor, kotere, razumay, bokay, trouso, angtray. 2. Mark the accent and the vowel in the accented syllable: Legislation, museum, clematis, arbutus, quaternary, gladiolus, burlesque, veterinary, ludicrous, comparable, solitaire, perfumed, vagary, pomegranate, precedence, compensate, picturesque, magazine. 3. Distinguish between the following: Poison and venom; moisture and humidity; benevolence and beneficence; hidden and concealed; dis-

pute and controversy; scarcity and dearth; precious and valuable; respect and veneration; see and behold; index and glossary; maxim and axiom; adjoining and adjacent.

GEOLOGY.

1. Describe briefly the surface geology and drainage system of your county and state. 2. Describe the process of making soil. 3. Name and give origin of a half dozen common rocks. 4. Classify the animal kingdom and name one or more predominant animals for each geological age. 5. What formative agencies are at work on the earth? What destructive ones? 6. How did the ocean, continents, and mountain ranges originate? 7. Tell of the geological growth of North America. 8. How did coal, gas, oil, and salt originate? 9. Name some peculiarity of the early fish, bird, and horse and account for the change that has taken place in each. 10. Define: Anthracite, asbestos, basalt, bog iron ore, mastodon, eskers, infusorial, strike, syncline, cracks, veins, botreoidal.

ZOOLOGY.

1. To what other branch of natural science is Zoology closely related? Show the relation. 2. What conclusions may we draw from the study of fossil remains in the earlier Geological epoch? 3. Name the most celebrated authorities on the subject of Zoology. 4. Who was Cuvier? Darwin? Give

a brief account of each. 5. Tell how you would get specimens of Amoeba, Myenia fluviatilis, the Hydra. Give some of the characteristics of the Hydra. Tell how the Asilus, the bee killer, does its work.

LOGIC.

1. Define logic. With what is Logic concerned? With what does Logic deal? With what does Grammar? Rhetoric? 2. State the historical connection between Grammar and Logic. 3. Which was prior in existence, logic or logical forms? 4. Show the difference between "abstraction" and "generalization." When is a term said to be "distributed?" 5. What is conversion? When can conversion be illative? 6. What is a syllogism? Give one. 7. How many terms has a syllogism? Name and describe them. 8. What is meant by the figure of a syllogism? How many figures in Logic? 9. What is an Enthymeme? Give one. 10. What is a Sorites? Give one.

ENGLISH GRAMMAR.

1. Define a word, an idea, thought, and a sentence. Define classification. Why are there but eight parts of speech? 2. Classify the eight parts of speech. Why should the participle not be regarded as a separate part of speech? 3. Why are there but three cases in English Grammar? Define case. When do we determine the case by implication? 4. Give syntax of ital-

icized words: (a) The boy, supposing the man to be a *tramp*, was rude to him. (b) Men may live *fools*, but *fools* they cannot die. (c) I walk a queen, and am no *widow*. (d) No very great *wit*, he believed in a God. (e) Creation's *heir*, the world, the world is *mine*. 5. Give syntax of italicized words: (a) She looked *daggers* at me. (b) He died the *death* of the righteous. (c) Have it your own *way*. (d) Her voice was ever soft, Gentle and low, an excellent *thing* in woman.

(e) He went the *rest* of the way *home*. 6. Give examples of reciprocal pronouns and give the syntax of each one. 7. Give a classification of mode. Why is the potential mode omitted in the new Grammars? 8. Explain what is meant by auxiliaries of voice, mode, tense, and style. 9. Give all the possible constructions of the infinitive. 10. Define Iambus, Trochee, Spondee, Anapest and Dactyl, and give the formula for each.

LATIN.

1. Translate into Latin: (a) Cæsar was asked his opinion. (b) He came a day later than he expected. (c) Numa turned his mind to the appointment of priests. (d) This fact presented a difficulty to Cæsar in the way of forming his plans. 2. (a) Cum hæc ita sint, tamen si obsides a vobis mihi dabuntur uti ea quæ pollicemini facturos intellegam, vobiscum pacem

faciam. Change the above to indirect discourse. (b) Translate into Latin: The pupil did not refuse to submit to punishment. (c) Let the interests of individuals be consulted, but only on condition that this does not harm the state. 3. Translate into English: His constitutis rebus nactus idoneam ad navigandum tempestatem tertia vigilia solvit equitesque in ulteriorem portum progredi et naves conscendere et se sequi jussit. A quibus cum paulo tardius esset administratum, ipse hora circiter diei quarta cum primis navibus Britanniam attigit atque ibi in omnibus collibus expositas hostium copias armatas conspexit. Cujus loci haec erat natura, atque ita montibus angustis mare continebatur, uti ex locis superioribus in litus telum adigi posset. Hunc ad agredendum nequaquam idoneum locum arbitratus, dum reliquae naves eo convenirent, ad horam nonam in ancoris expectavit. Account for all subjunctives and give syntax of "rebus," "sequi," "navibus," "hora," "montibus," "telum," 4. Translate into English: Quaeres a nobis, Grati, cur tanto opere hoc homine delectemur. Quia suppeditat nobis, ubi et animus ex hoc forensi strepitu reficiatur et aures convicio de-

tessae conquiescant. An tu existimas aut suppetere nobis posse, quod cotidie dicamus in tanta varietate rerum, nisi animos nostros doctrina excolamus, aut fere animos tantam posse contentionem, nisi eos doctrina eadem relaxemus? Ego vero fateor me his studiis esse diditum. Give syntax of "opere," "homine," "convicio," and account for all subjunctives. 5. Translate into English:

Ecce! gubernator sese Palinurus agebat:

Qui Libyco nuper cursu, dum sidera servat,

Exciderat puppi, mediis effusus in undis.

Hunc ubi vix multâ mœstum cognovit in umbrâ,

Sic prior alloquitur: Quis te, Palinure, deorum

Eripuit nobis, medioque sub æquore mersit?

Dic age: namque mihi, fallax haud ante repertus,

Hoc uno responso animum delusit Apollo;

Qui fore te ponto incolumem, finesque canebat

Venturum Ausonios. En! hæc promissa fides est?

Give syntax of "cursu," "puppi," "effusus," "age," "fore."

will long live in the minds and hearts of hundreds of friends and students.

IT IS now "Doctor" Henry Houck, the degree of Litt. D. having been conferred upon him recently by Pennsylvania College. We congratulate Pennsylvania College upon thus recognizing a man who has talked to a larger number of teachers than any other person and whose presence anywhere and everywhere is always a benediction. The work which he has done and is doing for the schools of his state is of a character which will live in the hearts of the teachers and through them will touch the lives of thousands of children.

DR. E. E. WHITE has the sympathy of all of his friends in the sad bereavement which came to his home Tuesday night, July 16, in the death of his wife. Mrs. White was born in Cuyahoga county and, prior to her marriage to Dr. White she taught in Twinsburg academy and Hudson. She was in many respects a remarkable woman and her sweet, patient, Christian life endeared her to all who knew her. Had she lived until July 26, she and her husband would have celebrated their forty-eighth wedding anniversary.

THE many kind expressions of approval and appreciation which have come to us from friends who are pleased with the Anniversary

Number of the MONTHLY, are very gratifying. We are profoundly grateful for them and shall do the best we can to merit the good will so freely and generously expressed.

At a recent meeting of the Board of Trustees of the Ohio State University, the following resolution was adopted relative to the resignation of Dr. J. P. Gordy:

Resolved, That the Board of Trustees of the Ohio State University learn with very deep regret that Dr. J. P. Gordy has tendered his resignation as Professor of Education in order to accept a more lucrative and responsible position in the University of the City of New York, and desire to place on record their appreciation of his eminent services in this University, and to tender to him their best wishes for his success in the new and wider field to which he has been called.

The Faculty of the University also passed, by a unanimous vote, the following resolution:

Dr. J. P. Gordy having presented his resignation of the Professorship of Education in the University after performing its duties for five years with eminent success, his associates in the General Faculty hereby place on record their sincere regret at the loss to themselves of an agreeable and earnest colleague, to the University of an able and efficient instructor, and to the State of one who has rendered it a large and fruitful service as a teacher, an author, and a public speaker. We heartily commend Dr. Gordy to the governing body and the instructional force of the University of

the City of New York and to the fraternity of teachers in the city and state. We assure him of our good wishes, and of our confident belief that his labors in the field which he is about to enter will amply fulfill the promise of his past career by their abundant and fruitful results.

These resolutions show, in so far as resolutions can show, the high regard in which Dr. Gordy is held by those with whom he has been associated. In common with all the teachers in the State who know Dr. Gordy in the capacity of either teacher, author, lecturer or friend, we regret exceedingly that he has been called from us but we join with all his friends in congratulating the University of the City of New York upon their good fortune in securing his services and in extending to Dr. Gordy our best wishes for a most pleasant and successful experience in his new field of labor.

OUR readers will please note the announcement of State Secretary Burns in this issue. The O. T. R. C. Department will be more complete and helpful this year than ever before and will open up with many practical questions, suggestions, and articles in the September number. Arrangements have already been made with the authors of adopted books for special articles on their books which will be of great value to all who read the course.

THE report of the Detroit meeting made by Miss Sutherland and found in this number will be of interest to all our readers. Special attention is called to the large attendance from Ohio. The teachers of the Buckeye State are always on hand at the N. E. A. and notwithstanding their disappointment in not securing the meeting for Cincinnati, they went to work with a hearty good will which resulted in the large attendance at Detroit. Director Chaney and all who assisted him deserve and have the thanks of the teachers of the state. President Green's administration was a success in every way and we heartily congratulate him upon his good work. His successor, Dr. W. M. Beardshear of Ames, Iowa, is splendidly equipped in every way for the duties and responsibilities of the high office to which he has been elected and will certainly give us another great meeting in 1902. He is an "Ohio Man," born and educated in the state, and has had a wide and successful experience in both public school and college work. The present indications point to Minneapolis as the place of the next meeting. The selection will be made some time this coming fall by the Executive Committee. Supt. J. M. H. Frederick of Lakewood is Ohio's Director for the coming year and will have the cordial support of all the teachers in the state when he gets ready to organize for the next meeting.

FOR the past two months the colleges and universities of the country have been busy conferring degrees of all sorts and kinds. Many of the noted politicians have been remembered with LL.D.'s and in some instances a liberal donation from the person so honored has quickly followed. Of course we do not state with positiveness that there is any connection between the degree and the donation. As we read the account of the conferring of some of these degrees we called to mind the remark of John Ridd, the hero of "Lorna Doon," after he was knighted by the king. Our readers will remember that John was called into the presence of the king to receive from him due recognition for an act of bravery which he had performed and, according to his own account, he put on his "best clothes," "hired a fashionable hair-dresser," "drank half a gallon of ale," and responded to the call. The king informed him that "anything in reason," which he might ask, would be granted and then inquired what his "chief ambition" might be. To this inquiry John replied in substance that his mother had always thought that, having been schooled at Tiverton, with thirty marks a year to pay, he was worthy of a coat of arms, and that that was what she longed for. The king replied that he should have the coat and, sending for a little sword, he signified to John to kneel and, tapping him gently on the

shoulder, said, "Arise, Sir John Ridd!" John was so astonished and amazed at this action on the part of the king that "without forms of speech" he replied:

"Sir, I am very much obliged. But what be I to do with it?"

THE retirement of President Lehr from the position he has so long filled with such honor and success is an event of great importance in the history of Ohio Normal University and it is with great pleasure that we call special attention to the article by Prof. S. D. Fess regarding his work as president of that Institution. For several years it has been our happy privilege to enjoy an intimate acquaintance with President Lehr and we have thus been able to understand something of his great influence with his students and of his success as an organizer and executive. Like all men who really succeed in any true sense, President Lehr has always been an indefatigable worker. He never tires. There is never any task too difficult for him to undertake. While many persons sit down and theorize about the impossibility of doing difficult things, men of President Lehr's type *go to work and do them*. Another of his marked characteristics is his *great-heartedness*. He loves the Institution which he founded and, to our personal knowledge, he has always put *heart as well as head* into all that he has done. His real,

genuine interest in the welfare of his students, accounts in part for his success in building up such a large attendance from all parts of the country: The past year the Ohio Normal University enrolled 3,298 different students and, at the last commencement, the graduates numbered 376. All who are interested in this Institution will be glad to know that Dr. Lehr is still to be associated closely with its management. This will mean much for its future. In fact, one can scarcely think of Ada without at the same time calling to mind the form and features of President Lehr and the great work he has done. We sincerely hope that, with a partial release from the heavy burdens he has so patiently borne for so many years, there may come an opportunity for that rest and recreation which will bring such renewed health and vigor as will insure many additional years of usefulness.

PRESIDENT H. S. LEHR.

On July 26, Dr. H. S. Lehr of the Ohio Normal University at Ada, O., retired from the duties of the Presidency of that Institution. He will not sever his connection entirely from the University, but will continue to direct the policy and office work for some time.

The fact that he has been persuaded to retain a definite relationship with the school is gratifying to the thousands of its friends. In recent years the burdens of the

presidency were weighing heavily upon him and his desire to retire to do some traveling and special investigations led him to tender his resignation as president.

Dr. Lehr came to Ada at the close of the war upon his return from active duty in the field as a soldier. His professional career extends to school work in Wayne, Stark, and Ashland counties of his state, prior



PRESIDENT H. S. LEHR.

to coming to Ada. He read medicine for two years, and was retained by the government for hospital services in the army. This experience has been of invaluable service to him as the guardian of so many young people since he came to Ada.

He took his degree from Mt. Union after returning from the war. Five years ago Wooster con-

ferred the degree of Doctor of Philosophy upon him.

He has always been quite active in the educational work of Ohio. He frequently visits other schools, always attends our State Associations, and at times our National Association. He organized the North Western Ohio Association, and has kept in close touch with the educational movements not only in Ohio, but of other states for the past thirty-five years. He has been a subscriber to the EDUCATIONAL MONTHLY since the first issue.

Dr. Lehr is the founder of the Ohio Normal University. Its uniqueness is distinctly a product of his brain. Its growth has not been to him a surprise, but a disappointment. It has not reached the proportions he anticipated, and for which he planned. Lack of funds and the material appointments necessary for the greatest success has ever been an insurmountable barrier to the consummation of a purpose definitely outlined. Those who have been intimate with him have had frequent occasions to know the stupendous plans working in his brain.

Like Dr. Arnold his work in the educational world is not an accident. Upon this subject he had clear views. He believed we were not doing all that could and should be done. He saw defects in our system of education. He believed these could be easily remedied and

he had confidence in his own ability to discover and apply the remedy.

One of the favorite ideas he possessed was co-education. He believed we ought to admit girls on an equal footing with boys. While it is true that this practice was begun by Dr. Horace Mann and followed by others, its excellent results have been worked out at Ada to the honor of the cause of education.

Another idea in this man's mind, took shape in a school which permitted a pupil to enter at any time in the year, and take up his work where he left off.

The iron-clad programs of our older institutions required matriculation at definite days. If the student was delayed two months he was out for the year. This worked a marked inconvenience to the student at work making his way in the world.

The remedy was to allow the student to enter at any time in the year, and when his course was finished, whether at the end of the year, in mid-year or at the end of any term or in the midst of a term, his diploma was given him.

This practice is now becoming quite extended. In some universities the commencement is wholly abandoned.

Another item in this man's educational creed, was the continuance of the school year. He at once introduced the plan of having school

the whole year, and has continued it up to the present time. In this way the problem of the three mouths' vacation with nothing to do is solved. It is a saving of valuable time. Another item emphasized by him, often to his temporary discomfort, is that graduation should never depend upon the how long, but the how much. The time a student spends in school is not the important thing with him, but the work he does while in school. This rating of students has caused some caustic criticism from our colleges, and subjected his work to the charge of superficiality. Whatever be the justice or injustice of such charges he still believes the world must come to that basis.

Another item he has tried to carry into effect, is the flexibility of the college courses to meet the wants of the times. Some courses should be more extensive than others. Give the most thorough preparation in the shortest time.

These ideas have worked in and through the brain of Dr. Lehr and he has admirably demonstrated in part their claims upon the educational institutions of our land.

But President Lehr will be better known because of his personal attributes of heart in his influence over the boys and girls under his management.

We cannot well measure such influence. Every test will be somewhat faulty. But if there were any way to know the number of

young men and women to whom he has spoken the right word, and to whom he has extended a helping hand, the verdict would be "herein is your father glorified, that ye bear much fruit."

There are few men who take a greater pride and more genuine pleasure in seeing the success of young men and women than does he.

There are few men who stand by their own, when to do so subjects them to the charge of disloyalty and inconsistency, as does Prof. Lehr. Whenever an honest and clean young man or woman seeks a position questions of politics, religion, preferment, have little weight.

If a "thought expressed at the right time is sufficient to turn the current of a life," Dr. Lehr's meditations ought surely be sweetened by the unutterable thanks of the boys and girls he has helped into useful activity. He is still full of vigor, and his thousands of friends join in wishing him many more years of usefulness.

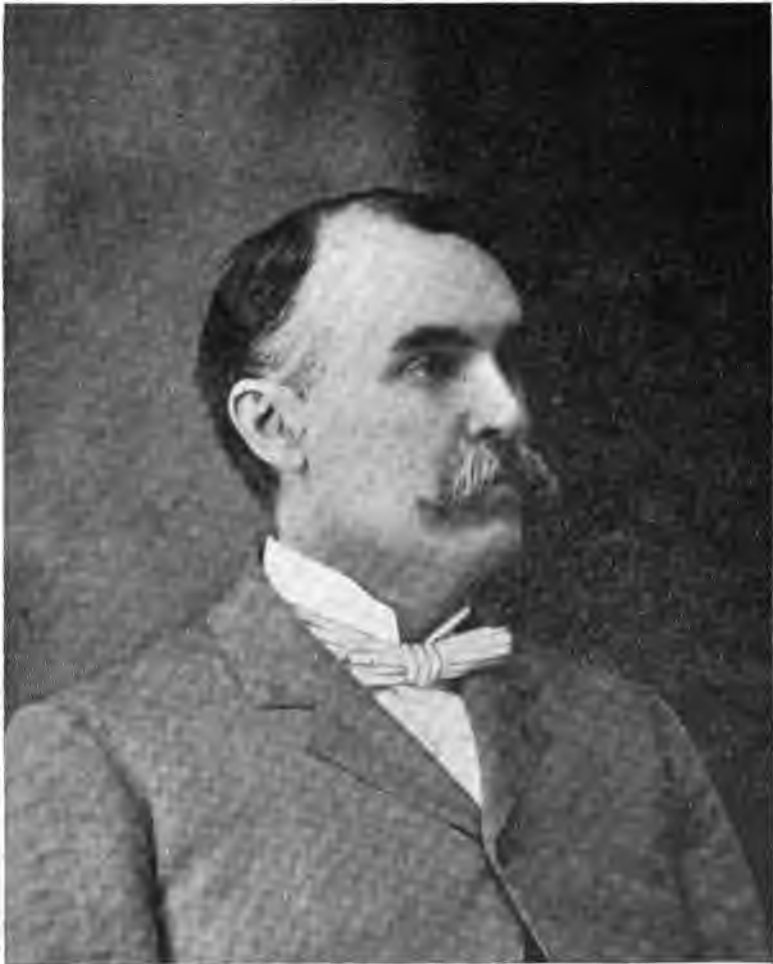
S. D. FESS.

NEW PRESIDENT OF OHIO UNIVERSITY.

By a unanimous vote the Board of Trustees of Ohio University have elected Dr. Alston Ellis president of that institution for a term of three years at an annual salary of \$3,500. The choice is a wise one and will surely result in a rapid growth in the number of students

attending this University, which has such a splendid record for thorough and efficient work in all its departments.

He graduated from Miami University when quite young and for many years served most acceptably as superintendent of schools in



PRESIDENT ALSTON ELLIS.

Dr. Ellis is already well known to many of the educators in Ohio. He possesses natural ability of a high order and his whole life has been devoted to educational work.

Hamilton and Sandusky. For eight years he was president of the State Agricultural College at Fort Collins, Colorado, and during his administration the College developed

rapidly in all its departments. He possesses rare ability as an executive and never falters in the performance of what he believes to be his duty. He is also an able and forcible public speaker and will present the interests of the University to the people in his public addresses and lectures before institutes in such a manner as will insure their deepest interest and heartiest co-operation. We predict for him a most successful administration and congratulate Ohio University upon his election to the presidency.

STATE EXAMINATION.

At the State Examination held in Columbus, June 25-27, 1901, certificates were granted as follows:

COMMON SCHOOL.

Edward Albert, Bond Hill.
 Lewis A. Bennert, Westerville.
 Walter S. Bliss, Crawford.
 William R. Butcher, St. Clairs-ville.
 R. P. Clark, Andover.
 George W. Clemens, Woodlawn.
 Chas. W. Cookson, Somerset.
 Philip M. Cox, Mt. Cory.
 George C. Dietrick, Groveport.
 Amos L. Eyler, Norwood.
 Leander L. Faris, Highland.
 Clair W. Frety, Shreve.
 William A. Forsythe, Harrisville.
 Perry O. Getter, Miamisburg.
 Hiram E. Hall, Ada.
 Alva D. Hannum, Long Bottom.
 William A. Hiscox, Grafton.
 Allen I. Krieg, Shreve.

Alfred I. McVey, Martinsville.
 B. O. Martin, La Grange.
 R. W. Solomon, Kansas.
 Sanford L. Stoner, Pulaski.
 Clarence B. Stoner, Ashley.
 Edward V. Stephan, Sardinia.
 George E. Stephenson, St. Paris.
 John B. Vining, Ashley.
 James P. West, Middleport.
 Mary L. Cumbback, Springfield.
 Minnie Dugan, Lockland.
 Elizabeth Lynch, Greenville.

HIGH SCHOOL.

Mott H. Arnold, Malta.
 T. C. Coates, Lancaster.
 F. P. Geiger, Canal Dover.
 H. H. Hoffman, New Holland.
 Jesse McCord, Washington C. H.
 H. C. Minnich, Hillsboro.
 H. W. Mumma, Englewood.
 C. A. Pucket, Lynchburg.
 S. B. Ryan, Groesbeck.
 A. E. Schmidt, Winesburg.
 Mrs. Kate W. Jameson, Perrysburg.
 Miss Lillian M. Kurtz, Painesville.
 Miss Eva A. Pulse, Dodsonville.
 Miss Gertrude A. Straman, Otawa.
 Miss Jennie Tribbey, Morrow.

DR. SAMUEL J. KIRKWOOD.

Dr. Samuel J. Kirkwood was born at Woodsfield, Ohio, January 29, 1840, and died at the home of his daughter in Albert Lea, Minn., June 24, 1901.

For forty years he has had a prominent place among the educa-

tional leaders of Ohio. He received his early education in the rural schools and graduated from the Indiana State University. With eminent success he served as superintendent of schools in Cambridge, Bucyrus, and Tiffin. In 1870, at the opening of the University of Wooster he took the chair of mathematics and Astronomy. For thirty-one years he was a member of the university faculty. Since 1890 he served as vice president, an office which, until two years ago, included the onerous and important duties of college dean. He is the last of the original Wooster faculty.

He stood for more than an ideal college professor. He was a constant and interested student of the science, art, and history of education. He was progressive and thoroughly understood the function of the school and college in our civilization. The early years of his professional career were spent in directing public schools. He was the avowed friend and champion of the public school and its work. The high school graduate presenting himself at the university naturally looked to Dr. Kirkwood for advice and sympathy. His long, unselfish service as county and city school examiner and institute instructor kept him in very close touch not only with all educational problems but educational people. He loved to associate with public school teachers; he was a regular attendant at educational meetings; he was ever

ready to suggest to worthy, bright young people the importance of higher education; he was a discriminating judge of men and always ready to help a worthy person to a responsible situation.

Of his services in the University one of his colleagues speaks as follows:

"He was ever recognized as a most efficient teacher, and many a student owes his taste for study and, consequently, his whole education to the zeal inspired by this enthusiastic and earnest teacher. He was always recognized as a friend of the students and even their advocate, so far as his conscience would allow. He was their friend in financial difficulty, their friend in spiritual difficulty, their friend first and always; and it is doubtful if in the history of the institution there has been another who has been the trusted confidant of so many of his pupils in matters which scarcely another was allowed to know.

Dr. Kirkwood was always recognized by his colleagues as a most valuable counselor in committee and Faculty. His keen mind often saw through difficulties which befogged the intellectual atmosphere of all others, and his clear reasoning many times led to correct conclusions and right methods of procedure when the danger of error seemed imminent. Whatever the circumstances he was always just, and whatever the provocation he was never vindictive."

In his funeral discourse Dr. E. W. Work, a Wooster Alumnus, voiced the sentiment of all present in saying:

"God had richly endowed him with capacity as a teacher. As such there are many now in the midst of life's conflicts who rise up and call him blessed. Memory recalls, how easily the fine inspiration for things good, the outlook upon life, its daily event and history, the intimacy with things important for reality and for usefulness, all of which came from him and through him.

The gift of the teacher, with a corresponding skill was most evident. But back of all was the ideal of the teacher, and with the ideal was the Doctor's own example. We cannot be mistaken when we say that *the teacher himself was greater and truer than his art.*

We were moved to revere the truth, the genuineness, the accuracy, the fairness that were found in the life of our beloved teacher and that was a greater blessing even than the knowledge that came from the science he taught.

What gratitude we owe to God for our true teachers, for those who have not only influenced the mind, but have also taught and moulded the soul, who have wrought under the uplift of their own pure and unselfish ideals to produce those permanent results which are reckoned as elements of character.

As God in His goodness has set the solitary in families that the life of the soul may be safeguarded, early and late, by the protections of the home, so also He has ordained that teachers should meet us on the way, to inform and inspire us, to broaden the horizon for us, to open many new vistas and to reveal many fresh visions."

Dr. Kirkwood was a man of a very wide range of knowledge and

many sided interests. He served as elder in the Presbyterian Church and was a charter member of the Century Club of Wooster. Though naturally a modest man he mingled freely with the people and studied them. From a sense of duty he took an active interest in public affairs and his advice was frequently sought by those who had in charge the management of municipal affairs. As city engineer he had in charge much of the plan for the paving and sewerage of his city. In all things he showed himself a practical man of affairs. This gift gave him a high place in the confidence of all those who knew him.

In his friendships he was always firm and true. He never neglected an opportunity to aid a worthy friend. Many a university senior has turned to the genial doctor to advise with him about his plans for the future. He was specially helpful to those who were worthy candidates for the teaching profession. May all the friends of education in our state cherish his noble Christian character, his refined culture and his inestimable services to his fellowmen. CHARLES HAUPERT.

EDUCATIONAL NEWS.

— Supt. J. C. Seemann, of Vermilion, has been re-elected for another year at a salary of \$900.

— Supt. G. O. Thompson, of Patterson has been re-elected at an increase in his salary of \$15.00 a month.

— Supt. M. Heminger, of Clinton, has been re-elected for his fourth year at a salary of \$675. He graduated a class of six on June 6.

— Supt. J. W. Mackinnon, of Bellefontaine, has been re-elected and salary increased to \$1,600.

— Supt. H. B. Williams, of Sandusky, has been unanimously re-elected for two more years and salary increased to \$2,500.

— Lee W. MacKinnon, teacher of science in the Fostoria high school, has been unanimously re-elected for another year at an increased salary.

— Supt. J. P. Sharkey, of Van Wert, is spending a part of his vacation at Ithaca, New York, resting and attending the summer school of Cornell University.

— Supt. Ed. A. Evans, of Pataskala, has been elected to the superintendency at Chicago, Ohio.

— The Middletown high school graduated a class of fourteen on June 20. The class address was delivered by President Charles F. Thwing.

— Supt. H. H. Cully, of Glenville, has been re-elected for another year and salary increased from \$1,600 to \$1,800. His corps of teachers next year will number thirty-six.

— We are in receipt of a copy of the Manual of the Marietta Public Schools recently issued by Supt. Henry G. Williams and containing

the course of study, assignment of work, and annual report of the superintendent.

— The last report of Supt. Powell, of Marion, shows great improvement in every department of the schools of that city during his administration of eleven years. The resolutions unanimously adopted by the Board of Education indicate the high regard in which Supt. Powell is held by them and the people whom they represent.

— Supt. G. W. Hoffman, of Lena, has been elected to the superintendency at Gibsonburg.

— The Hamilton *High School Review* for June is a fine "Commencement Number" containing many things of value and importance to all who are interested in the school.

— The editor greatly enjoyed a week's institute work in Clinton, Iowa, June 24-29. The teachers of the county, numbering about three hundred, were all in attendance and were most courteous and attentive. The County Superintendent, G. W. Gordon, is an Ohio boy who began his work as a teacher several years since in Carroll county. He is serving his third term as superintendent and has the loyal support of both teachers and patrons.

— Supt. B. O. Martin, of La Grange, has resigned his position to accept the superintendency at Ash-

tabula Harbor at a salary of \$1,100. He will have eleven teachers in his corps.

— Supt. C. E. Shimp, of Bowling Green, has accepted a unanimous election to the superintendency of the Barnesville schools. He was selected from a list of more than forty applicants.

— W. C. Bowers, who was recently unanimously re-elected for the fifteenth time to the principalship of the Barnesville high school, has resigned to accept the principalship of the new Miller School in Akron — a more lucrative position.

— Teachers and other professional people, business men and women who need change and recreation, can find nothing more delightful than a trip on the beautiful steamers of the D. & C. Navigation Co. Hundreds of teachers who realized this left Detroit after the sessions of the N. E. A. for a trip to Mackinac or other Lake resorts. Every courtesy and attention was shown them in making their arrangements for leaving by the genial and capable Mr. A. A. Schantz, General Passenger Agent, and his willing assistants. Once on board the Steamer Mackinac exclamations were heard on all sides concerning the absolute cleanliness, comfort, and beauty of the steamer. The saloons are elegantly furnished in mahogany. A restful and attractive green is the color of carpets, cushions, etc., of the cabins. The

white paint of the outside state-rooms and upper deck is clean enough to have just been put on but has no odor of fresh paint. In the dining room the service is all that the most fastidious could desire. Silver, spotless damask, and prettily decorated china tempt the appetite before the good things are ordered. Fresh flowers are on every table. Finer cooking it would be hard to find in the best hotels of the largest cities. The waiters are very obliging and attentive. In short, on one of the Lake trips, on a steamer of this splendidly managed company one forgets that there is care, trouble, or anything disagreeable in the world.

— Frank Bennett, son of Dr. C. W. Bennett of Piqua, and teacher in the Tippecanoe City high school, is spending his vacation in Europe. He will return in time to continue his high school work.

— The Modern Normal and Business College, Fayette, Ohio, is in a flourishing condition and the coming year, which opens September 3, promises well. The president, Prof. J. Fraise Richard, is one of the pioneers in Independent Normal School Work in northwestern Ohio. The presidents of the Schools at Valparaiso and Angola, Indiana, are both former pupils of his.

— The Lake Shore and Michigan Southern Railway have issued a beautiful folder announcing very

low rates to Chautauqua, Buffalo, and Niagara Falls. It is very seldom that it is possible to see and enjoy so much at so little cost as can be seen and enjoyed on the trips provided by the management of this great railroad and the Big Four which makes direct connections with it. We advise all persons who are contemplating a trip to write at once for full information regarding trains and rates to A. J. Smith, G. P. A., Lake Shore and Michigan Southern Railway, Cleveland, O., or C. Krotzenberger, D. P. A., Big Four, Columbus, O.

—Treasurer Dickey reports the following named persons as having paid their membership fee in the State Teachers' Association in addition to the forty-six previously reported:

47. Fred W. Dearness, Westwood.
48. E. A. Jones, Massillon.
49. J. V. McMillan, Canal Dover.
50. E. M. Van Cleve, Greenville.
51. F. D. Ward, Lorain.
52. H. B. Williams, Sandusky.
53. R. E. Rayman, East Liverpool.
54. J. A. Shawan, Columbus.
55. S. A. Wyly, New Philadelphia.
56. J. A. Culler, Bowling Green.
57. E. E. Richards, Columbus.
58. E. D. Lyon, Mansfield.
59. R. W. Himes, Covington.
60. Lee Dollinger, Covington.

61. J. W. MacKinnon, Bellefontaine.
62. E. A. F. Porter, Cincinnati.
63. F. B. Dyer, Madisonville.
64. Chas. Hauptert, Wooster.
65. John A. Heizer, Cincinnati.
66. W. O. Thompson, Columbus.
67. S. P. Humphrey, Ironton.
68. Ed. A. Evans, Chicago.
69. Stuart Eagleson, Cleveland.

—There are no finer trains in the world than those which run over the Chicago and Northwestern Railway from Chicago to the many different points in the great Northwest and the Pacific Coast. To those who enjoy hunting and fishing, we would call attention to a beautifully illustrated booklet upon that subject issued by the management of this road. If a description of the beautiful scenery of California or Wisconsin is desired, books on that subject can be secured. In short, if any information regarding a trip into the West or Northwest is contemplated by any of our readers, we refer them to the General Passenger Agent of the Chicago & North Western, W. B. Kniskern, Chicago, Ill.

—O. P. Voorhes who has had charge of the Riverside School, Cincinnati, for several years, has received a well merited promotion to the principalship of the Oyler School, one of the largest in the city. His corps of teachers numbers twenty-six.

— T. F. Johnson of Piketon has been elected superintendent of the Versailles schools.

The custom of holding state reunions has grown to be quite a feature of the summer quarter in the University of Chicago. The Ohio people were called together on July 15, and out of the fifteen hundred teachers attending the University seventy-three attended the meeting. They represented nearly all the leading cities and counties of the state. Superintendent Soule, of Franklin, was present with six of his teachers who are attending the University. Seven of the teachers of Hillsboro were among the number. Dr. Sparks, formerly of O. S. U., now of the University of Chicago, presided. Remarks were made by President Tight, of the University of New Mexico, formerly of Dennison; J. W. Young, formerly superintendent of Fostoria, now professor in Lake Forest University; I. W. Stahl, of Van Wert; Superintendent Comparette, of Hicksville; Mrs. Hughes-Marks, of Hillsboro, and others.

DIRECTORY OF IMPORTANT EDUCATIONAL MEETINGS.

[We desire to give, each month, reliable information regarding the time and place of important educational meetings, and shall greatly appreciate the assistance of our readers and friends in securing such information. Notices relating to such meetings should reach us not later than the twentieth of the month preceding the month in which the meeting is to be held.]

NATIONAL EDUCATIONAL ASSOCIATION.

President — W. M. Beardshear, Ames, Ia.
 Secretary — Irwin Shepard, Winona, Minn.
 Place — To be determined by executive committee.
 Time — To be determined by executive committee.

OHIO STATE TEACHERS' ASSOCIATION.

President — E. W. Coy, Cincinnati.
 Secretary — H. H. Helter, Wapakoneta.
 Place — Put-in-Bay.
 Time — June, 1902.

No meeting of this Association will be held in 1901 on account of N. E. A. at Detroit.

CENTRAL OHIO TEACHERS' ASSOCIATION.

President — Horace A. Stokes, Delaware.
 Secretary — Eudora C. Baldwin, Urbana.
 Place — Cincinnati.
 Time — November 8 and 9, 1901.

NORTHEASTERN OHIO TEACHERS' ASSOCIATION.

President — F. J. Roller, Niles.
 Secretary — F. P. Shumaker, Chagrin Falls.
 Place — To be named by Ex. Com.
 Time — To be named by Ex. Com.

EASTERN OHIO TEACHERS' ASSOCIATION.

President — H. V. Merrick, Lancaster.
 Secretary — Kate Simmons, Cadiz.
 Place — Zanesville.
 Time — November 29 and 30, 1901.

SOUTHEASTERN OHIO TEACHERS' ASSOCIATION.

President — B. O. Higley, Athens.
 Secretary — Charles W. Cookson, Somerset.
 Place — Jackson.
 Time — October 25 and 26, 1901.

SOUTHWESTERN OHIO TEACHERS' ASSOCIATION.

President — J. W. Withers, Lebanon.
 Secretary — C. C. Donley, Middletown.
 Place — Hamilton.
 Time — October 26.

NORTHWESTERN OHIO TEACHERS' ASSOCIATION.

President — E. D. Lyon, Mansfield.
 Secretary — Rose Dunathan, Van Wert.
 Place — Toledo.
 Time — November 29 and 30, 1901.

WESTERN OHIO ROUND TABLE.

President—F. Gillum Cromer, Franklin.
Secretary—J. W. Swartz, Tippecanoe
City.

Place—Dayton.

Time—Nov. 28, 29 and 30, 1901.

NORTHWESTERN OHIO ROUND TABLE.

President—C. C. Miller, Lima.

Secretary—Ethel Reed, Bowling Green.

Place—Van Wert.

Time—April 4 and 5, 1902.

OHIO VALLEY ROUND TABLE.

President—W. H. Maurer, Steubenville.

Secretary—W. H. Maurer, Steubenville.

Place—Steubenville.

Time—November 1 and 2.

STATE ASSOCIATION OF SCHOOL EXAMINERS.

President—Horace A. Stokes, Delaware.

Secretary—C. L. Martzloff, New Lexington.

Place—Columbus.

Time—Christmas week.

STATE ASSOCIATION OF TOWNSHIP SUPERINTENDENTS.

President—A. B. Graham, Springfield.

Secretary—D. H. Barnes, Osborn.

Place—Columbus.

Time—Christmas week.

STATE ASSOCIATION OF SCHOOL BOARD MEMBERS.

President—H. S. Prophet, Lima.

Secretary—J. H. Williams, Columbus.

Place—Columbus.

Time—To be determined by executive committee.

BOOKS AND MAGAZINES.

American Book Co., Cincinnati, Ohio:

“Stories of Ancient Peoples.”

By Emma J. Arnold, member of the American Oriental Society, and of the Society of Biblical Archaeology, London. Cloth, 12mo, illustrated, 232 pages. Price, 50 cents. The

most recent edition to the Series of Eclectic School Readings, giving an excellent introduction to the study of Oriental history. It will serve admirably as a supplementary reader.

“Elements of Plane Geometry.”

By Alan Sanders, of the Hughes High School, Cincinnati. Cloth, 12mo, 247 pages. Price, 75 cents. This book contains many exercises drawn largely from the entrance examination papers of the leading schools and is well adapted for use in classes in high schools and academies.

C. C. Birchard & Co., Boston, Mass.:

“The Story of a Child.” Translated from the French of Pierre Loti by Caroline F. Smith. An interesting volume which will be read with profit by teachers and parents.

Ginn & Co., Chicago, Ill.:

“Fifty Letters of Cicero.” Edited for the Use of Schools by J. H. Dillard, of Tulane University. One of the School Classics edited under the supervision of John Tetlow. Mailing price, 45 cents.

“The First Steps in Geometry.”

By G. A. Wentworth and G. A. Hill. Intended as an introduction to geometry and aimed to make clear, thorough illustrations, fundamental definitions and concepts. Mailing price, 65 cents.

Houghton, Mifflin Co., Boston, Mass.:

"The Second Book of Birds—Bird Families." By Olive Thorne Miller. Contains eight colored plates from designs by Louis Agassiz Fuertes and sixteen other full-page illustrations. A book of great interest, written in a most entertaining style and beautifully printed and bound.

Rand, McNally & Co., Chicago, Ill.:

"The Holton Primer" (Lights to Literature Series). By Adelaide Holton, Supervisor of Primary Schools, Salt Lake City. The cover design is striking, the lessons are short and dramatic, and the illustrations suggestive. It is a *child-like* Primer. For introduction, 25 cents.

Thomas R. Shewell & Co., Chicago, Ill.:

"New Lessons in Language." By Gordon A. Southworth. Intended for the third, fourth, fifth, and sixth grades. Designed to create a liking for good literature, to help children to talk and write freely, to make children more observing, to make correct language habitual, to secure correct written forms, and to introduce the elementary principles of grammar.

"Silver, Burdett & Co., Chicago, Ill.:

"Seven Great American Poets." By Beatrice Hart. Cloth, 323 pp.

Illustrated. Introductory price, 90 cents.

A well arranged, beautifully executed volume which will, no doubt, soon find a place in many schools and libraries. Its purpose is to awaken in the young student a deeper interest in good literature and to arouse an interest in the author's personality. Interesting biographies of Bryant, Emerson, Poe, Longfellow, Whittier, Holmes, and Lowell are given with well selected quotations from the works of each.

Charles Scribner's Sons, New York City.:

"American Leaders and Heroes." By Wilbur F. Gordy. An excellent preliminary text-book on history in which the biographical element predominates. Special attention is given to significant events and basal facts. Price, 60 cents net.

In the *Outlook* for July 6, Ralph Connor begins a new serial story entitled "The Man From Glangarry." Ralph Connor is the Rev. Charles W. Gordon, of Winnipeg, Manitoba. As the author of "The Sky Pilot" and "Black Rock" he has gained and kept the attention of readers interested in the portrayal of *real* life. He has shown a remarkable insight into the lives of men of a most primitive type. He knows a *man* when he sees him, however, no matter what his exterior. The religion that he teaches

is wholesome, manly and effective. In "The Man from Glengarry" the same realistic treatment is manifested in the opening chapters, and we predict a serial of unusual interest.

"St. Nicholas" for August is filled with text and pictures of a sort to catch the reader's attention and hold it. The opening article is one of Cleveland Moffett's "Danger and Daring" series. There is a good deal about "Our Yellow Slave"—gold—in an article by Charles F. Lummis; and Dr. Eugene Murray-Aaron, in "The Port of Bottles," tells what becomes of some of the messages people seriously or jocosely consign to the keeping of the sea. The serials run on entertainingly—John Bennett's "Story of Barnaby Lee," Allen French's "The Junior Cup," and Harriet Comstock's "Boy of a Thousand Years Ago."

The leading article in "The Arena" for August is from the pen of the Hon. Frank S. Monnett, the Ohio Attorney-General who became famous not long ago for his vigorous fight against the Standard Oil Company. It bears the title, "Transportation Franchises Always the Property of Sovereignty," and is a plea for the recovery of their own by people from the grabbers of public utilities.

Lina Beard, sister of the famous Dan Beard, herself famous because

of her sympathy with the play of children, shows a distinct novelty in the August "Delineator." She explains to the children by word and by picture how to make a toy log cabin that looks like the cabin in which Abraham Lincoln was born.

The August "Century" is a Mid-summer Holiday Number, profuse in illustrations, seasonable or general in character. Its opening pages picture the possibilities of New York as a summer resort. Mrs. Schuyler Van Rensselaer writes with downright affection of the city she was born in, and has made her home for the greater part of her life. Of seasonable interest, also, are Lee Bacon's paper on "Venice Gardens," with decorative drawings by Henry McCarter; "A Venetian Garden," by H. G. Dwight—a graceful poem, with decorations by Alfred Brennan; and "In City Pent," a characteristic sonnet by William Watson, with decorations by McCarter. Mrs. Anna Lea Merritt, the artist, writes amusingly of her experiences in an old English hamlet with "A Half-Time Boy and a Goat," and President Harper, of Chicago University, writes hopefully of "Alleged Luxury among College Students," and Prof. Brander Matthews drops a hint to reformers (he is one of them himself) on "The Simplification of English Spelling." Fiction is contributed by George W. Cable,

Noah Brooks, Josephine Daskam, Mrs. Burnett, and Irving Bachelor.

"The Philistine," "printed every little while for the Society of the Philistines and published by them monthly" is out for July.

While the work of Charles Dana Gibson is probably as well known as that of any modern illustrator, the artist himself has succeeded in modestly keeping rather in the background. Now, however, his admirers will have a chance to learn all about him in an illustrated article by his intimate friend, James S. Metcalfe, the managing editor of "Life," which will be published in a forthcoming issue of "The Ladies' Home Journal." This is the first time that the creator of "the Gibson Girl" and other famous types in current illustration has been described as he really is.

The August "Atlantic" is most entertainingly and strikingly a Fiction Number. Besides the dramatic conclusion of Miss Jewett's Tory Lover and the romantic continuation of Miss Johnston's Audrey, it contains no less than *six* complete stories or sketches by such popular and practiced hands as Abraham Cahan, Duffield Osborne, Arthur Colton, Ellen Duvall, etc., which will insure its becoming a

favorite with readers of summer fiction. It also contains a brief but appreciative notice of the life and writings of the lamented historian John Fiske which will be of special interest to students.

The August "Forum" opens with an article by Mr. Albert Watkins on "The Failure of the Two-Party System;" Mr. F. W. Clarke shows the significance of "The Government Exhibit at Buffalo." The lessons of "The President's Tour" are discussed by Mr. Henry Litchfield West; Mr. Francis E. Leupp, reveals some serious "Defects in our Pension System;" Mr. Henry Gannett warns against certain common "Statistical Blunders." In a paper entitled "The American Workman's 'Golden Age'" Mr. W. J. Ghent makes it plain, from the testimony of contemporary authorities at various periods, that it is a mistake to suppose that the condition of workingmen in this country has been undergoing a process of deterioration. Mr. Charles A. Conant's article on "The Uses of Speculation" clears up some of the popular misunderstandings of the operations of the Stock Exchange. The question "Is the Actor Illiterate?" is answered by Mr. Stuart Robson. Prof. W. P. Trent contributes an appreciation of the character and writings of the late Prof. Moses Coit Tyler.

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No. 9

MEMORABILIA OF HENRY HOWE.

BY W. H. VENABLE.

It is not likely that any reader of the OHIO EDUCATIONAL MONTHLY is unfamiliar with that quaint and curious volume of never to be forgotten lore, "Howe's Historical Collections of Ohio." That unique work, a lasting monument to its author's prodigious industry and remarkable character, is not strictly a history, — it is a cyclopedia of the life and adventures of the inhabitants of Ohio. It is a true and vivid account of the State and the People, a series of living pictures. Bancroft wrote to Howe — "You are my guide through Ohio." And what a guide! How indefatigable, how versatile, how unprejudiced, how genial, how intelligent! The man was ubiquitous; his feet were familiar with every nook and corner of the state; he knew everybody and interviewed thousands of representative men, women, and children. In 1889, he wrote: "One effect of my work will be to increase the fra-

ternal sentiment that is so marked a characteristic of Ohio men wherever their lot is cast, and that leads them to social sympathy and mutual help. And if we look at the sources of this state love we will find that it arises from the fact that Ohio being the oldest and strongest of the new states of the Northwest, by its organic law and its history has so thoroughly illustrated the beneficence and power of that great idea embodied in the simple word Americanism."

Henry Howe died in Columbus, on October 14th, 1893, in the seventy-eighth year of his busy life. He died a poor man, impoverished by his own enthusiasm, a devotee to unselfish ambition. He made no money for himself, but he made a good book for Ohio.

To the writer of these familiar notes, Henry Howe was a warm personal friend. In the introduction to the Centennial Edition of his

"Collections," the historian says: "For 'thirty years Cincinnati was my home. There my children were born and there I devoted myself to the writing and publishing of books, a very secluded citizen, mingling not in affairs of church nor state, still paying my pew-rent and always voting on election days a clean ticket."

It was during the last ten or fifteen years of Mr. Howe's residence in Cincinnati, that I became acquainted with him. His son Frank Henry Howe was one of my pupils in the Chickering Academy. I often called upon Mr. Howe at his publishing rooms, to enjoy his cheerful and entertaining chat. As I had some tastes and pursuits in common with him, we exchanged certain semi-professional favors and came into relations quite intimate. Later, after he removed to Columbus, I met him less frequently, though a desultory correspondence was kept up between us up to the year of his decease. Some of his last letters are so characteristic of the man, and so pathetically illustrative of the difficulties and discouragements of authorship, that I transcribe a few sentences and paragraphs for the perusal of the teachers of Ohio.

From a letter dated March 26th, 1889, I extract the following:

"I take more pride in my *Traveling Notes* than in all the rest of the work. When I am able to bring in those things that minister to the

joy of life and fill the hearts of the young with the love of the beautiful, and the spirit of pluck, I even fancy that through them an increased supply of *poets* may spring forth from Ohio soil and thus fill an aching void in regions now all too prosaic for the higher utilities. And as for fun, I am always in for it. It is such a good thing as an antidote to woe that I think where we are given its spirit we should thank the Lord as we do for our daily bread — that is those of us who are *pious* which I believe you are or meant to be some time when a little boy, and looked forward to the time when you should repent and 'give up the world.' — You will see in my *Notes* I am fond of children as you will find on page 710. But one of the most exquisite moments of my life is described on page 269, in the article *The Four Little Maids*, where one invites my kiss by the presentation of a flower. The entire account is literally true.

I have got to work hard to make my book go among the *stupidities* that comprise the mass of these people. And it has got to be written up by our leading men ere they will know what a mine of good there is in the book and how I have labored for their edification and spiritual welfare.

General Beatty is to fire off a big gun in my behalf in the next issue of our Hist. Mag. here, which will give some of my points. But my descriptive power I believe deserves

a setting forth. This I think my strongest point. When they call me 'Historian' it makes me mad. It means some dry old cuss who spends his life in libraries hunting up dates and poring over musty juiceless MSS. that yield nothing but ashes. Nature and humanity is my library 'with reading between the leaves,' the whole bound in good Philadelfy sheep.

I have a delightful letter from Bancroft."

In response to my answer to the foregoing, I received the following:

COLUMBUS, O., March 29, 1889.

Friend Venable:

Your letter and documents have all come to hand. The first warms my soul and encourages me to think I am not so much of a donkey after all as I feared I might be thought for prattling in "Traveling Notes."

Your documents will be very useful to me as ways to good things for my second volume.

I will see you farther along — I want help from those who love Ohio and humanity.

Ever yours,

HENRY HOWE.

Frank sends regards — tall ones.

On October 21, 1890, Mr. Howe wrote: "I am now near the end of my second volume, Ohio. It will be out in February, or thereabout; will contain over 1,000 pages and the last 58 counties, beginning with Hamilton. Have not put all my brains in it—'have a few left; more

of the same sort—walk up, gentlemen—walk up!"

Warren county will receive Tom Corwin, Geo. Morrow, Judge McLane, Durbin Ward, Schiller Pugh, etc.

Can you tell me where I can find a portrait of Dr. S. P. Hildreth, and do. Tom Corwin?"

In July, 1891, the nerve-strained author wrote:

"I am now finishing Warren Co. and hope to have the last of my copy, 2d vol. O. H. C. in the hands of the printer in two or three weeks from now; and the book itself out in April; began it in September, 1885, by begging money, a loan of about thirty New Haven friends to help get me out of town onto the soil of Ohio. Several of them have since died and I never can repay them except in Paradise. On looking back, I think I was a blank fool, for from that day to this it has been but a continuous struggle to exist. Nothing but a love of nature and a love of fun has enabled me to live through it."

In August, 1891, came a brief letter saying, in part, "I am glad to learn my book pleases you. It does me and that is what I started for when I began to labor.

The errors (typographical, etc.) I will have corrected when we next print.

I am pretty well worked down with the long, cruel weight that has been upon me and I must now have some rest."

The final rest came all too soon. Henry Howe had planned to go to Chicago, to the World's Fair, in October, 1893; but, on the eve of

his expected departure, while seated at a restaurant table in Columbus, he was stricken by paralysis.

GEOGRAPHY AND HISTORY OF OHIO.

BY F. B. PEARSON.

The historical novel as an element of literature has done and is doing much to lead us pleasantly through the mazes of history into a full interest in the details of the subject. He has read "The Fair God" with slight interest who is not by its perusal stimulated to read the "Conquest of Mexico" and so learn more of the events connected with the settlements made by the Spaniards in America close upon its discovery. The novelist who compasses some important event in history and makes it live before the reader is sure to gain an audience and the novel almost inevitably draws from the book-shelf the volume of history that has to do with the same event. Time was when historical characters moved through the pages of the novel under assumed names, but in these later times the novelist has conned his history with such fidelity that he is bold to introduce his characters under their baptismal names, thus adding interest and potency to the narrative. It is bewildering to

note how many books cluster about some important epoch in history—but, by the process of differentiation, we are enabled to look upon these epochs from various points of view, through the books that are now coming to our hands, and we are the gainers by the change. Carlyle's "French Revolution" may not be very fascinating reading, but it becomes more so after Hugo's "Ninety-three," Dickens's "Tale of Two Cities," and "Les Misérables."

So the early history of Ohio may seem a dreary recital of solemn events to many, but we are the beneficiaries of much faithful work that tends to relieve the tedium and make the events more realistic. Some years ago the publication of county histories became a sort of fever, but the fever soon abated and the books were left practically without readers. The history of Clark county no doubt contains much valuable information, but the average reader would hardly make this his first choice in selecting a

book for "summer reading." However, if he will read "Alice of Old Vincennes" and thus become acquainted with George Rogers Clark, that intrepid frontiersman whose prowess pushed forward the bounds of civilization so rapidly, he will then probably find the county history not so forbidding as he had imagined. He now knows something of the man whose name the county bears, and he will be glad to know more of the exploits of the man whose memory was thus honored. The novel is good, for it was written by a master, but it is no less interesting because it deals with events that are a part of history, and portrays such a character as General Clark whose name is high on the roll of heroic men whose deeds influenced the course of events in our state.

Again, the "Whiskey Rebellion" is but a marginal note in the old school history that made the day seem longer and the lesson more dreary in our school days, and we were inclined to "lump it off" with several other little rebellions that we thought might just as well have been omitted from history, inasmuch as they served no other purpose than to destroy our peace of mind, and prolong the agony of the recitation. But after leaving school we happened upon that delightful book by Dr. McCook of Steubenville, "The Latimers," and then only did we gain the perspective that enabled us to get a proper

conception of the Whiskey Rebellion. It was the first real test of the Federal Constitution and, as such, was an event of signal importance—an event, moreover, that no student of Ohio history can afford to treat with indifference. Nor, indeed, can one be indifferent after reading "The Latimers"—but will be impelled to investigate on the side of formal history. Incidentally, one gains some additional views of Washington and Hamilton—and has re-told the oft-repeated yet never tiresome recital of scout life—culminating in the rescue of the heroic girl at Mt. Pleasant near Lancaster. Here is still another book that makes luminous many events that enter into the history of our state—especially connected with the war of 1812. This is "With British and Braves" by L. K. Parks and it is worthy of more than one reading. It would be interesting to know whether this book has found its way into the school libraries that are multiplying so rapidly throughout the state. It is worthy a place there, surely, for the book will inspire a greater love for his state in the breast of every boy who reads it. After reading the graphic descriptions of the siege of Fort Meigs, and of Major Croghan's gallant defence of Fort Stephenson we shall feel that the climax has been reached; but when we have felt the thrill of the author's portrayal of Perry's victory we are better able to appre-

ciate Washington Irving's prophetic words: "The last roar of the cannon that died along her shores was the expiring note of British domination; and this victory, which decided the fate of the mighty empire, will stand unrivaled and alone, deriving luster and perpetuity in its singleness. In future times, when the shores of Erie shall hum with busy population; when towns and cities shall brighten where now extend the dark and tangled forests; when ports shall spread their arms, and lofty barks shall ride where now the canoe is fastened to the stake; when the present age shall have grown into venerable antiquity, and the mists of fable begin to gather round its history, then will the inhabitants look back to this battle we record as one of the romantic achievements of the days of yore. It will stand first on the page of their local legends, and in the marvelous tales of the borders." There is still another book of this same character that takes high rank as a romance having to do with

Ohio history and that is "A Dream of Empire" by Dr. W. H. Venable. This book was reviewed by the editor of this journal last month and attention is here called to it to emphasize and reinforce, if possible, what he said. It is a fascinating portrayal of the Burr-Blennerhassett episode and a faithful delineation of character as well. It is destined to give added luster to the author's reputation and to win for him the admiration and gratitude of all students of the history of Ohio. If teachers will read these four books they will find themselves better equipped for their work, and will more fully realize the possibilities of awakening an interest in the history of our state through such agencies. Furthermore they will come to attach more importance to the materials of history that lie all about them, and will be stimulated to inaugurate investigations with a view of preserving these materials for the honor of their schools and communities and for the benefit of posterity.

EDUCATION OF THE PUBLIC SCHOOL TEACHER.

BY JENNIE M. BRYAN.

To the question, How much education should a public school teacher have? the comprehensive answer might be given, Enough to fulfill satisfactorily the duties of his or her position, and then as much more

as possible for culture. But how shall one who has entered the teaching profession poorly equipped educationally, and who wishes to make advancement, attain a higher standard? How shall one who finds his

knowledge, his methods, his ideas becoming each year more antiquated and useless, shake off the gathering dust of decay, and put himself into closer sympathy with the teachers educated under later and better conditions than he? Above all, how shall the teacher who is getting his training by a more or less enlightened practice upon the children under his charge, exchange this blind empiricism for a wise skill founded upon correct pedagogic principles?

This problem, of more or less interest to every teacher, is not easy to answer. Easier now, however, than ever before if the question of opportunity alone is considered, but very much harder, if account is taken of the competition such teachers are forced into with the constantly increasing number of aspirants for pedagogic positions, who hold high school and college diplomas, and in some cases diplomas from training schools or certificates covering post graduate courses.

One who can face this condition of affairs, who can squarely estimate the tremendous odds against him, and then firmly set to work, with unflinching courage and indomitable perseverance, to make a place for himself in educational circles, is certainly no mean factor in the body educational.

But how is the work of acquisition along one or several lines to be carried on at the same time that the teacher is striving to give expres-

sion to all that is in him in the guiding, uplifting, pushing, pulling, and throttling of the powers and tendencies of half a hundred children entrusted to his care?

Is there reserve force enough at the close of each day, at the end of each week, at the termination of each school year, to supply the mental stimulus for the pursuit of new subjects of study? This is the question which each teacher must answer for himself, and one which thousands of teachers are to-day answering with a gratifying measure of success, in spite of other innumerable demands upon their time, strength, and nerve force.

There is, however, no need that a teacher struggle alone under this heavy burden. Private tutors are every where available in many branches of study, and where this is not the case, the mails will carry the help afforded by any one of the numerous correspondence colleges scattered throughout the country. To those living within an hour's ride of a city, there is a wealth of opportunity offered by the Y. M. C. A. courses, by private classes, by schools of languages, by the University Extension Movement.

The cost is not inconsiderable, to be sure, but viewed solely in the light of a business transaction, this outlay of money often proves to be one's best paying investment in the way of permanency of position, increase of salary, or in a call to a better field of work.

The institution of the Summer School is the crowning educational achievement of the 19th century. To the progressive teacher it offers untold possibilities for improvement, new scenes, new associations furnished by it, new habits acquired there give rest and tone to the physical powers. So exhilarating is the contact with strangers from various localities, each bringing a bit of local color, a breath from his own home, that the summer school might safely be recommended to many a teacher on the point of collapse from over work and worry, especially if we believe with the poet, that

"Rest is not quitting
This busy career;
Rest is the fitting
Of self to its sphere."

During the summer the teacher is freed from that most exacting requirement of his regular work, namely, the exercise of his will upon the wills of two to three score children under his care. He can then observe how his teacher secures interest, attention, and co-operation; how a lesson is assigned, how a review is handled, how stupid a grown-up person can be. He will find himself pleased with the approbation of his instructor, or downcast because of a lack of recognition of his efforts, and he will realize that often, after much hard study he cuts but a sorry figure in the eyes of his classmates.

In short, he comes into a closer sympathy with the aims and aspirations, with the trials and disappointments of the average pupil than is possible in any other way, and as a result many of his ideas undergo revision, and his methods are modified, or replaced by more enlightened ones.

The earnest student in the summer school, in his search for truth, forgets his weary hours of digging and delving in the elation of spirit that comes to him with each fresh acquisition of knowledge, with each thrill of new felt power.

At intervals, new and exacting demands are made upon the existent teaching force. Five centuries ago, in the universities of western Europe, the professors addressed themselves to the teaching of Latin because that was the language affected by the school men; to the teaching of Aristotle, because it was believed that the intellect of man could receive its fullest development only through the interminable discussion of dry, abstract, universals of thought, cast in syllogistic form. It was an endless recoil of nothing upon itself, and left the soul of man empty and yearning.

Finally a light broke in the east. The emotions of men were stirred. Human life, history, oratory, and poetry appealed to them with a revivifying power. The college curriculum was altered and enlarged, college professors rubbed their eyes, shook off the shackles with

which they and their predecessors had been bound for three centuries, and laboriously set themselves to learning the Hebrew alphabet, and digging for Greek roots.

The closing years of the nineteenth century mark not a rebirth of learning, but a recognition of the complexity of man's nature.

Never before have the schools touched so many points of human interest. The head, the hand, the heart, the imagination, the reason, the will, the physical powers, the moral sensibilities, the ethical and aesthetic being, are now objects of training and culture. In accordance with this new scheme of learning there has arisen a demand that from the primary school on up through the intermediate and high school to the college and university, there be a continuous and scientific presentation of every subject of study, mathematics, science, history, literature, language, music, and art.

The teacher who has been well grounded in the principles of scientific knowledge, who has had a broad culture in literary and linguistic studies, and who has traveled with all his powers of observation, comparison, and assimilation on the alert, even then if responding eagerly to the demands of the present day, will have much to do in the matter of selecting and adapting his knowledge to the requirements and capabilities of his pupils; but to the teacher whose ed-

ucation has been less liberal, the demand is overwhelming.

Nature study is a comprehensive term. There can be no conning of the words of another to be delivered to children agape with wonder at the oracular utterances of their high priest, but each pebble, each weed, each creature of earth or air or water furnishes material for the training of head and hand and heart in the investigation carried on under the wise guidance of the teacher.

Folk-lore, the history and literature of the different peoples from the earliest times, their art, their growth, the physiographic features of their country, their political evolution, their ethical development, all these, in wise gradation, from the lowest to the highest, must in answer to the demand growing out of nineteenth century enlightenment, form the curriculum of the schools of today.

Back of this curriculum is a body of teachers with widely differing equipment educationally, and with little or no such training in pedagogics as is furnished by France and Germany to all candidates for positions in their schools.

How can this demand be met? It seems useless to say that it can be met only through the survival of the fittest. Will this work an injustice? Possibly, if the individual alone be considered, but it is the record of all history that the competent rules out the incompetent.

The situation, however, is not so terrifying in the concrete as in the abstract. Schools, colleges, book and art publishing companies, lecture bureaus, circulating libraries, correspondence colleges, museums, church guilds, teachers' institutes, schools of pedagogy, examining boards, and an enlightened public

sentiment lend help and encouragement to the teacher, who, conscious of incapacity, is willing and eager to lay hold of every opportunity within grasp. To such an one there need be no fear of being relegated to the ranks of the unemployed.

OHIO HYGIENE.

BY J. A. CULLER.

The principles of hygiene are, of course, the same the world over; but the teachers of Ohio have had their attention called particularly to this subject during the past year, as the result of the law requiring a systematic teaching of the various divisions of physiology and hygiene with a view to showing the effect of narcotics on the human system. This is not a new experience to the teachers of Ohio, for every conscientious teacher will, with or without the law, do all he can to impress the lessons of temperance. The law, however, is a good thing for us. It is a constant reminder that this subject is not to be left to individual caprice, nor to be shoved aside by pressure of other subjects. The great majority of Ohio teachers know that they did more in this branch this year than they ever did before in the same length of time. There were,

doubtless, some cases of rebellion in some parts of the State, but these were few; such should be dealt with according to law. No one, least of all a teacher, should stand out in open rebellion against properly constituted authority.

Some object to the law because, they say, it requires this subject to be taught *scientifically*. If this were so, then, while we should try to comply, we would feel that a mistake had been made. The great majority of our most faithful teachers would be disqualified on that ground. A careful reading of the law, however, does not reveal any such intention, but rather that the teacher should by persistent effort, and by use of every means within his power, strive to lead the children under his care into lives of temperance in all things, and particularly in the use of alcoholic drinks. As the evils from the use

of alcoholic drinks are to be seen in the derangement of the organs of the human system, it is plain that enough of physiology and anatomy should be taught in the lower grades to make a discussion of the subject intelligible; but this is not a *science*. Those teachers who have had a fairly good course in the science of physiology find their greatest difficulty in refraining from teaching the *science*, and they are apt to forget the real end in view. Still worse is a feeling of satisfaction with only the anatomy of the parts, or *still worse*, only a nomenclature.

The teaching in physiology, to have any real effect, must be "rubbed in" and made a part of the life and action of the pupil. It is very easy to learn the parts of the body and the laws of hygiene while the actual life is directly to the contrary. "Shoving" is often the best part of the teaching in hygiene; e. g. you teach that for various reasons a pupil should keep himself clean but still he comes to school dirty. It is plain that this lesson has not been properly impressed until you "shove" him into a tub of soap-suds. This more than anything else will make him see that there is a vital connection between what he ought to do and what he is learning in school.

Hygienic teaching will be of very little practical value unless it connects itself in some vital way with the life and practice of the child.

The constant inquiry should be, how can I connect this fact with something which I can get the child to *do* either at home or at school. I was pleased when lately a teacher called my attention to a collection of bones with which her pupils had been experimenting. Some of them had been tied into a knot, and some had been burned till only pure lime was left. This is not such an important fact in itself, but the pupils were *at work* and were deeply interested. In all this work the pupil must be put into the attitude of studying himself. You may by words teach a pupil how many times his heart beats in a minute, but let him place his hand over his heart and count; he may know that he breathes faster after exercise, but let him count, then run around the building and count again. While he is panting, is a good time to make an explanation, suited to the age of the class, of the object of breathing.

The teacher is doing the right thing when he insists that his pupils shall know the names, location, and use of the important organs of digestion, but if he stops with that, the real object of his effort has not been reached. The discussion which follows should be in answer to such questions as: "What did you have for dinner?" "Why did you eat?" "How did you know when to quit?" "What did you drink?" "Why?" etc. But this is not enough yet. How can I get the

child to carry its improved notions into the home? You can probably devise some means by which there would be a friendly rivalry among the girls as to which could prepare the best soup from a ten-cent soup bone or at least start an influence which would make the table at home present a neater and more appetising appearance.

It may seem to some that there is no connection between this kind of teaching and the effects of alcohol and narcotics which the law requires; but anything that will lead a pupil to a high admiration for the delicacy and adaptability of the various organs of the body and will make him *realize* that the output of his life both in quality and quantity will depend the way he uses his body, is a most powerful influence for temperance. The important word in the sentence above is *realize*, and nothing will so much help to it as the *action*, both in and out of school, which we have just suggested. An ambition to do something and be somebody in the world has kept many to a life of temperance, while the simple knowledge that whiskey contains fifty per cent of alcohol has let many more go down to a drunkard's grave.

It is not so much what we have the pupils learn and recite, that counts, but what we see that they do or avoid, and next, what the teacher insists upon.

A teacher can strongly insist upon temperance and at the same

time make it appear that a moderate use of whiskey is not a bad thing. He may keep repeating the fact that Goethe drank 40,000 bottles of wine in his lifetime, and Scott was more brilliant while under the stimulus of alcohol.

He may make prominent the fact that great scientists have shown that alcohol is oxydized in the human system and hence can be classed as a food. The pupils may not understand this, but they will see that the teacher is trying to show that strong drink is not such a bad thing as some people would have them believe. He may be such a devotee of truth that he will be willing to tell a great lie that he may tell a little truth. But while he is doing all this, ten thousand dissipated wrecks will stagger about him and in maudlin voices cheer his learning and wisdom. It is never right to leave pupils with the impression that it would be all right to drink if they would not go to excess. All of our moderate drinkers can "quit if I want to." Insist that alcohol as a drink in any of its forms is dangerous. Look upon it as upon any other dangerous drug.

Mr. Atwater, who can show by experiment that alcohol will yield nutriment to the body under certain conditions, does also say,—“The man or boy, as long as he is in good health and does not need alcohol for medicine, is in general better off without it.”

"The safest way is to keep out of danger." "The boy who wants to make his way in business has a better chance if he is an abstainer than if he drinks." "Great as is the danger of alcohol to purse and health, the moral injury is incomparably worse."

Whatever effort one may be making to instill these principles, no one can ever know just what the result will be. We all have boys,

of that peculiar age and disposition, who wear their hats on one side of the head, turn up half the coat collar, light a cigarette where most people can see them, and parade the street with that don't-give-a-cuss look, and it is difficult to know just what to do or say but it is plainly better to say the wrong thing occasionally than to say or do nothing at all. Somehow, some time every honest effort bears its fruit.

O. T. R. C. DEPARTMENT.

THE EXPANSION OF THE AMERICAN PEOPLE.

By Edwin Erle Sparks.

(This is the first of three papers by Dr. Edwin Erle Sparks, author of "The Expansion of the American People," which is on the list of the O. T. R. C. books for the coming year. The remaining articles will consider the importance of the state of Ohio in local history and suggestions for using the expansion book.—EDITOR.)

What may be properly included in the study of American History? Teachers and writers differ upon this point precisely as they do in any of the many different fields of history. Some would confine history to the realm of past politics; would search for the motives and aims of national growth in the

thoughts of formative statesmen; would confine the original sources to the debates in Congress and kindred official utterances. Others claim that the government is simply the agent of the people; that there can be no ideal or tendency of the government higher than the sentiment of its constituency; that national growth is due not to the work of statesmen alone but to the enterprise of the people who advance in trade upon new territory, develop new industries, and contribute to national strength by wealth, numbers, and general prosperity. Such students will seek historical material in pamphlets, newspapers, pictures, posters, account books, badges—anything which could illustrate the growth of the national idea among the people.

Before the first word of the Expansion of the American people was placed on paper, the author had been impressed by the sacrifices made by the early people who slowly fought their way across the continent from the Atlantic to the Pacific and thus laid in the midst of the wilderness the foundations for states, cities, and homes. The local history of many communities had been written but simply as local history. In the early days, the isolation of the little groups of pioneers prevented much cooperation or feeling of comity. Each gathering lived unto itself. Local births, deaths, marriages, and church meetings made up the round of inter-rural life. In mountainous or hilly regions with small possibility of communication, there was but slight intercourse with other neighborhoods. Occasionally a young man went courting into another valley to the infinite increase of friendly gossip. To the present day in the conservative mountain districts of Pennsylvania, the residents of one valley will speak of "You sets" who come from "tother side," meaning from the other side of the mountain where you constitute a separate set of people.

Even in more level country, means of communication were so inefficient that each neighborhood was isolated largely from the others. Hence local history meant fragmentary history. It was not avoid-

able for the student and teacher who believes that the story of these hardy people meant the prime story of the American nation. To collocate this local history; to show how the people were influenced by geography and by the topography of the land as they moved across it; to prove that each acquisition of national territory as secured through the agency of the national government was simply a creature of the demand of the people; to show how the demand for better means of communication created the marvellous inventions which now bring the far to the nigh for us; and above all to perpetuate the memory of our courageous forefathers — these constituted the motive in attempting the story of the spread of the people across the continent.

A number of objections will be found to such a plan. In the first place, there will be the old conservative feeling concerning the proper scope of History to overcome. Benjamin Franklin, the colonial philosopher, is said to have warned a protégé of his that if he carried out his proposed attempt to demonstrate the superiority of a code of morals to the revealed Christian religion as a rule of conduct he would suffer for it; that whatever the people as a whole had been believing for a long time would not be found so far from right; and the philosopher quoted one of the homely phrases from his

Poor Richard's Almanac, "He who spits against the wind, spits in his own face." For many years the style of American history books has not varied except to improve constantly, to eliminate the unimportant; to minimize wars and to exalt the growth of the nation in peace; to treat of history as a chronological series of events instead of broken into sections by the inauguration of a president; to show that the world did not begin in 1492; that we are the heirs of the ages instead of the creators of all that is good in the world. We have begun to go with our students to the sources of history so that few children will be found to give the reply of the lad when asked to define the Constitution of the United States. "It is a few pages at the back of the book which no one ever looks at."

These improvements have not been made without a certain criticism and opposition upon the part of those who believe in the old ways. It will not do to ride down the conservatives with whip and spur. They have a right to their opinions even if considered out of date by the advanced line. It is even an unsettled question in many minds whether a teacher has a right to omit giving a large quantum of time to the details of wars and the laudation of generals if the community demands it. The community is the employer and the wishes of a majority of its constituents ought to be regarded.

The conservative element will undoubtedly look askance at any proposition to supplant the general facts of history as they have been sifted and sifted by writers until only the supposedly important remains. Yet one sometimes questions why the great middle period should continue to be monopolized by the slavery question when it was but one phase of sectionalism and this sectionalism in all its forms was resulting from the climatic, economic, and paternalistic differences arising from territorial expansion. One also questions the wisdom of using statesmen only as statesmen to the exclusion of elements of private character, inheritance, and surroundings which would make the men living beings to the student and so attach new importance to their public actions. If it be true that the schools fail to teach the art of reasoning, fail to train men to judge fellow men and so forecast the trend of events, may not some of this be laid to the study of History which fills many a valley with the bones of biographical subjects and like those seen by the prophet they are very dry.

When one, therefore, takes up a new book on such a hackneyed subject as American History he very naturally assumes a questioning attitude toward its usefulness until its practicability has been proved. This is just. Yet one should not overlook the purpose with which

the work was undertaken. The *Expansion of the American People* was not written as a text-book but it seeks to be useful to the teacher in connection with a text. It would be as unwise to supplant the text with a supplementary work as to make Worcestershire sauce the food, and meat the stimulant. No royal means can be found to relieve teacher and pupil from *the facts*. American History can do no better office than point out that the American teaching only too frequently lacks the thoroughness of the facts. But devices may be employed not to relieve both parties from work (into which error very many have fallen) but to secure interest and attention, the parents of mental acquisition. It is therefore to the detriment of such books as the one in question that the teacher should so abuse their stimulating possibilities as to make mental inebriates of those in their charge.

A further objection to any departure from accepted forms of American History may be found in the danger of losing a proper prospective. National events have in themselves a certain coherency and sequence which have been generally accepted as a guide to the labyrinth of occurrences. No such thread is evident in local history. The selection of certain chronicled happenings as important or nation-making and the rejection of others as trivial is entirely a matter of

judgment. Also the relative importance of various parts of the country will be found to vary in the minds of people attached to those different parts. The descendant of the pioneer who made his way into Tennessee unaided by United States troops and forts inherits a feeling of superiority over the inhabitant of the Northwest territory who settled under the shadow of the many forts planted by the government to protect purchasers of its land. Likewise the citizen of the modern state of Colorado questions why Kansas should occupy so much space as to exclude the newer mountain state. Only a large and trained view of the growth of the nation as a whole can satisfy such queries and only such a national view can justify the large space which the state of Ohio occupies as the first state to be formed out of government land and entirely under government control. It will be the aim of a subsequent paper to show why Ohio merits such prominence and also to attempt to show how the material can be made useful to the teacher of American History.

THINKING AND EARNING.

By N. C. Schaeffer.

In mastering the average text-book on Methods of Teaching the student loads his memory with rules and generalized statements which he is asked to accept as guiding principles of his art. Al-

though these are of some use in testing the lessons which he is called upon to give in the practice school, yet he forgets all about these rules in the actual work of instruction. In no long time he finds a totally different test for good teaching. If his pupils are not to be degraded into parrots, he finds he must make them think the thoughts which the words convey. If they do not comprehend the meaning of the sentences by which an author sets forth the orderly sequence of ideas in the textbook upon the science under consideration, or if they simply memorize the statements of the teacher or the text-book without grasping the meaning, the recitation deserves to be condemned as rote teaching. Thinking is the name of the test by which the educator distinguishes genuine teaching from its counterfeit, rote teaching.

Every successful teacher realizes quite early in his career the relation of thinking to teaching, but isolated from the world, he often fails to see the relation of thinking to the earning capacity of the individual. Yonder upon the railway track a gang of workmen are putting thought into things. They are laying sills, spiking down iron rails and repairing the tracks. Let no one despise or undervalue their work. If it is not well done, the next train may be ditched in a wreck, resulting in the loss of valuable lives and thousands of dollars.

And yet these men receive the lowest wages among the employes of the railway. Why? Their work is based upon the simplest and easiest kind of thinking. They put thought into things which they can see and handle.

In the central office there is a class of men who also put thought into things and yet receive better pay. They are engaged in making the drawings of bridges to be constructed, of locomotives to be built; their work is based upon things which they see with the mind's eye, but which are not at hand to be viewed and touched and compared like the materials upon which the other men were working. The ability to think in mental pictures of things that are far away or perhaps not yet in existence, is a power that Francis Galton tested in a series of questions which he addressed to the scientific men of England and to people engaged in ordinary pursuits. He found that many members of the Royal Society could not call up mental pictures of the breakfast table, of the dishes that were upon it, and of the people that sat around it. They had lost or perhaps never cultivated the power of thinking in images of things absent. Many of these savants even thought Mr. Galton somewhat visionary in supposing that people see what their daily speech implies. On the other hand when he questioned the common people, he got very different replies.

He found that success in many occupations depends upon the power of thinking in mental pictures of things that do not at the moment confront the eye, the ear, and the other organs of sense. The architect must be able to picture in his mind the entire building and express his mental images in working drawings, before the first piece of lumber is purchased or the first spade is struck into the ground. The forewoman of a millinery store must be able to see how a bonnet will look upon the face before her, ere any assistant begins to trim the same. In many handicrafts this power of visualizing is absolutely essential to the highest success. It explains to a very large extent why some workmen get higher wages than others. The poor fellow who cannot form vivid and accurate mental pictures of the things to be made by his tools, gravitates into the ranks of the workmen who get the lowest wages, whilst the other fellow who has cultivated the power to think in images commands the best wages in the labor markets of his trade or handicraft.

When teachers are gathered in the reading circle, it will be very interesting and instructive for them to compare their powers of thinking in images of sight, sound, taste, smell, color, touch, and movement. The secretary of the N. E. A. claims that in reading the proofs of the speeches made at the annual meet-

ings, he frequently sees the faces and hears the voices of the speakers. An ex-president of the N. E. A. claims that by no sort of effort can he see the faces of his wife and children in their absence. A boy who is the best specimen of perpetual motion ever patented, gets materials of thought from images of movement which other people do not possess. The chief cook of the Boston Hotel who gets a higher salary than the President of Harvard University, can think in what the French call images of taste and smell to which the majority of the people are strangers. The orator who holds listening multitudes spell-bound, can throw his ideas into concrete forms and visualize the concrete so vividly that he makes other people see and feel as he sees and feels. On the contrary many persons who have meagre powers of imaging, can never acquire the power of moving the multitudes through the magic of eloquence.

Thinking is essentially comparison. People have no difficulty in comparing two chairs which they see before them. Let the chairs be carried to another room, and very few can make the comparison because it involves a far more difficult type of thinking. The power to think in images of absent objects is not the highest grade of thinking; but it plays a very important part in wage earning and deserves attention on the part of teachers

who would do their full duty to their pupils. In future articles we shall try to point out how this kind of thinking can be cultivated, and then turn to the types of thinking which mount above the two forms of mental activity that have been aptly named thinking in things.

SUGGESTIVE QUESTIONS ON "THINKING AND LEARNING TO THINK."

EDITOR'S PREFACE.

1. Enumerate the evidences of the progress of educational thought during the closing years of the century.
2. What effect has this progress had upon the demand for books on education?
3. What value does the editor attach to the power to think?
4. What has resulted from a craze for novelty in teaching?
5. Name and discuss the four classes of thinking as given by the editor.

AUTHOR'S PREFACE.

1. What preparation has the author had for writing this book?
2. What is assumed by him in its preparation?
3. What has he to say regarding critics and reformers?
4. Give his observations concerning the old and new psychology.
5. Relate the anecdote of the German professor.
6. What is the effect of vague theories?

7. Compare the condition of the home and the school as discussed by the author.

8. Summarize the author's statements about painting and sculpture, music, and the science and art of education.

9. What is the relative value of helpful suggestion and destructive criticism?

CHAPTER I.

- 1. Memorize quotations on page 22.
2. What is a good test of teaching?
3. What is your opinion of the illustration taken from Thring?
4. What views were expressed on the subject of thinking at the World's Educational Congress in 1893?
5. Define thinking.
6. Describe the exercise conducted by the normal school principal and point out its defects.
7. Contrast it with the exercise given by the author in the next paragraph. What practical help comes to you personally as a teacher from these two illustrations? Have you ever seen teaching similar to that given in one or both of these illustrations?
8. What is the first step in teaching pupils to think?
9. Describe the thinking of professional men and experts. Why valuable?
10. Compare and contrast teaching with a trade.

11. What do you understand by "instruments of thought?"

12. What results from a failure to distinguish the sign from the thing signified? Is this a common mistake in teaching?

SUGGESTIVE QUESTIONS ON "ORGANIC EDUCATION."

PREFACE.

1. What is the main purpose of the book as stated by the author?

2. What are the underlying principles of the plan?

CHAPTER I — THE GENESIS OF THE SYSTEM.

1. Outline the general plan of the book.

2. Name the periods used.

3. By what is the study of the Puritan period followed?

4. What is the "culture-epoch" theory?

5. Quote from noted writers upon this subject.

6. State the opinions of the opponents of the theory.

7. Give in detail the method pursued by the author in the preparation of the book.

CHAPTER II. FUNDAMENTAL PRINCIPLES.

1. As the plan was unfolded, what points of resemblance to and differences from the "culture-epoch" system were manifest?

2. Into what three departments does each period divide itself? In what three ways is the material treated?

3. Give the author's conception of what is most "useful" to the child? Do you agree with this?

4. What should we have in mind in studying the past?

5. What do you understand by "the progressive organization of the child's interests"?

6. Do you believe, with the author, that it is impossible to create an interest in a subject?

HELPS, HINTS, AND SUGGESTIONS.

SUGGESTIONS FOR SCHOOL ROOM DECORATION.

One is very apt to feel handicapped in his efforts to please either himself or those about him unless he has at least a small bank account. To those of us who have no acquaintance whatever with the

bank cashier a little more time, a little more thought, a little more energy is necessary to gain a desired end. The result, however, often surpasses in artistic merit the effort of one whose purse is well filled.

The young enthusiastic woman

who teaches in the country, in a sparsely settled district may be, reads about the now reiterated phrase of "Art in the public schools" and wonders what she can do to make her four bare walls more attractive for herself and the children who come to her daily. She cannot give a Helman-Taylor art exhibit; she cannot have Ernest Seton-Thompson tell of the wild animals he has known; she cannot give a course of lectures; she cannot draw from her own slender salary. What shall she do?

Art has to do with the imagination and taste. It creates what is beautiful. It includes poetry, music, painting, sculpture, and architecture. Who has so rich a storehouse as the country teacher? Poetry is only prose idealized and in the woods and fields the imagination has full sway.

What music is so sweet as the *swish* of the wind over the fields of ripening grain? What more melodious than the breeze as it whispers to the pines? What harmony as it rustles through the oak forest? What artist can reproduce the fleecy softness of the summer sky, the rainbow tints, the sunset glow, the flowers, the fruits? What architect can rival the arch so gracefully curved by the old elms down in the pasture field where the mild-eyed kine are chewing their cud so lazily? Or fashion with half the perfection so dainty a cup as that which the tiny acorn occupies?

What sculptor can ever hope to show to the world the "plowman as he homeward plods his weary way," the typical farmer as he rests after the day's labors or the merry country lassie?

The country teacher, however, has all of these things and many, many more. She has only to open her eyes and study the face of Nature and she will find such a rich abundance that she will involuntarily say, "My cup runneth over." Just now the storehouse is particularly full and the provident teacher will gather as large a supply as possible for future use. During September and on into October the chrysanthemums—not the aristocratic productions of the city florist, but the kind that used to grow in our grandmother's gardens—will be in their full glory. The golden rod will wave its graceful feathery plume and the purple aster nod its royal head. Rosy-cheeked apples and pale-tinted pumpkins are in abundance. Later on the blue-fringed gentian, with its "sweet and quiet eye," will* "Look through its fringes to the sky." The salmon-tinted berry of the bitter-sweet will attract the eye, while the flame-colored sumach will always make a bright bit of color. The leaves and berries of the dogwood are said to rival those of the holly.

* Memorize Bryant's "To the Fringed Gentian."

Then there is the corn, the golden corn!

†“Heap high the golden corn!

No richer gift has Autumn poured
From out her lavish horn.”

This can be used through the entire winter. Teach the country boy that it is not effeminate to love the beautiful, like the fruits and flowers, and that the *useful* is beautiful as well as useful.

Autumn has such a wealth of beautiful foliage that every one can have a bountiful supply. In your walks with the children gather all the most beautiful leaves and teach them to preserve them—place the leaves between paper and with a moderately warm flat-iron press slowly and carefully. Give a *very* thin coat of varnish; arrange artistically. They will retain their brilliant coloring during the entire winter.

By thus using Nature the school-room can be made cheery with a very slight outlay for varnish. If the sum of twenty-five cents be expended for five of the larger “Perry Pictures” they will add greatly to the decoration. Any picture print is easily mounted on cardboard. Then when

“The melancholy days are come,
the saddest of the year,
Of wailing winds, and naked woods,
and meadows brown and sere,”

† Memorize Whittier’s “Corn-Song.”

we can turn to our walls bright with the last brilliant hues of Autumn and gain courage and hope to help us through the long leaden day of winter and await with patience the first “sweet harbinger of Spring.”

E. M. C.

ARITHMETIC.

By Ed. M. Mills.

We are glad to present the following solutions by Prof. Mills, sent in by him in response to requests from a number of teachers. The solutions which will appear each month throughout the year will represent some of the best work of Prof. Mills, and will be very helpful to teachers in their school room work:

1. I sold an article for $\frac{1}{4}$ more than it cost me to A, who sold it for \$6, which was $\frac{2}{3}$ less than it cost him; what did it cost me?

SOLUTION.

Let $\frac{1}{4}$ = cost to me, and $\frac{1}{4}$ = my gain; then $\frac{1}{4} + \frac{1}{4}$, or $\frac{1}{2}$, my selling price, or A’s cost price. If, now, A sold it for $\frac{2}{3}$ less than it cost him, he sold it for $\frac{1}{3}$ — ($\frac{2}{3}$ of $\frac{1}{2}$) or $\frac{1}{3}$ of its original cost; but he sold it for \$6; then $\frac{1}{3}$ of its original cost = \$6; $\frac{1}{3}$ of the original cost = $\frac{1}{3}$ of \$6, or \$2, and $\frac{1}{4}$ or the original cost = $4 \times \$2$, or \$8. Therefore it cost me \$8.

2. A man wishing to sell a horse and a cow, asked three times as much for the horse as the cow, but finding no purchaser, he reduced the price of the horse 20% and the

price of the cow 10%, and sold them both for \$165. What did he get for each?

SOLUTION.

Let 100% = asking price of cow; then 300% will equal the asking price of horse. 10% of 100% = 10%, am't deducted from asking price of cow; 100% - 10% = 90%, the selling price of cow. Also, 20% of 300% = 60%, am't deducted from asking price of horse; 300% - 60% = 240%, the selling price of horse; 90% + 240%, or 330% = selling price of both: but \$165 = selling price of both: hence 330% = \$165; 1% = $\frac{1}{3.3}$ of \$165, or $\frac{1}{3}$; 90% = $90 \times \frac{1}{3}$, or \$45, the selling price of cow; and 240% = $240 \times \frac{1}{3}$, or \$120, the selling price of horse. Therefore, the horse sold for \$120, and the cow for \$45.

3. E. P. Jones owes me \$900. I agreed to take a part of the amount and wait a year for the balance, if he would pay 8% interest in advance. He paid down \$700. What sum remains to be paid at the end of the year?

SOLUTION.

If he had paid down \$700 of the principal, there would have remained \$900 - \$700, or \$200 of the principal unpaid; but, by the terms of the payment, the \$700 paid down includes the interest on the unpaid balance of the principal for 1 year at 8%. Then the actual amount of principal paid down is \$700, less the interest on the unpaid principal,

and the unpaid principal must be as much greater than \$200 as the principal paid down is less than \$700, for these two payments of the principal must, when added, equal \$900. But the amount of principal paid down is less than \$700 by the interest on the unpaid balance of the principal; therefore, this unpaid balance must be \$200 plus a sum equal to the interest on the unpaid balance for 1 year, at 8%. Considering the unpaid balance to be composed of 100 equal parts, $\frac{1}{100}$ will represent the sum equal to the interest, and $\frac{1}{100}$ will represent the \$200. $\frac{1}{100}$ of the unpaid balance = \$200; $\frac{1}{100}$ of the unpaid balance = $\frac{1}{100}$ of \$200, or \$2.00; and $\frac{1}{100}$, or the unpaid balance, = $100 \times \$2.00$, or \$217.80. Therefore, \$217.80 will be the amount due at the end of the year.

4. There have been two equal annual payments on a 6% note for \$175, given two years ago this day. The balance is \$154.40; what was each payment?

SOLUTION.

\$175 - \$154.40 = \$20.60, the am't paid on the principal in both payments; evidently the payments exceeded the interest due, otherwise the principal would not have been reduced; now, for every \$1 applied to the principal in the first payment there was 6c. less of interest to pay when the second payment was made; and, consequently, 6c. more was applied to the discharge of the

principal; in other words, \$1.06 was applied on the principal in the second payment as often as \$1 in the first, and \$2.06 was applied in *both* payments as often as \$1 in the first; but \$20.60 was applied on the principal in both payments; hence, $\$20.60 \div \2.06 , or $\$10$ = am't applied on principal in first payment; but the interest on \$175, at 6%, was also paid at first payment; 6% of $\$175 = \10.50 ; then $\$10 + \10.50 , or $\$20.50$ = one of the equal payments.

5. A merchant in San Francisco wishes to pay a debt of \$5,200 in Philadelphia; the direct exchange is 2% in favor of Philadelphia; but the exchange on Baltimore is $1\frac{1}{2}\%$ in favor of Baltimore, and between Baltimore and Philadelphia $\frac{3}{4}\%$ in favor of Philadelphia; require the difference between the direct and circular exchange.

SOLUTION.

$\$1.02$ = cost of \$1 of Philadelphia draft, when bought in San Francisco, and $5,200 \times \$1.02$, or $\$5,304$ = total cost of draft by *direct* exchange. $\$1.00\frac{3}{4}$ = cost of \$1 of Philadelphia draft, when bought in Baltimore, and $5,200 \times \$1.00\frac{3}{4}$, or $\$5,239$ = the total cost of a 5,200-dollar draft on Philadelphia bought in Baltimore; or a Baltimore draft of \$5,239 will pay a debt of \$5,200 in Philadelphia. But \$1 of this draft will cost, in San Francisco, $\$1.015$; then $\$5,239$, will cost $5,239 \times \$1.015$, or $\$5,317.58\frac{1}{2}$; $\$5,317.58\frac{1}{2}$

— $\$5,204$, or $\$13.58\frac{1}{2}$ = the difference in favor of direct exchange.

6. An agent sold my corn, and, after reserving his commission, invested all the proceeds in corn at the same price; his commission, buying and selling, was 3%, and his whole charge \$12: for what was the corn first sold?

SOLUTION.

Out of each \$1 received for corn, the agent received, *first*, 3c., and *secondly*, $1\frac{1}{8}$ of 97c., or $1\frac{1}{8}\frac{1}{8}$ c.; $3c. + 1\frac{1}{8}\frac{1}{8}c. = \frac{1}{2}\frac{1}{8}$. But \$12 = agent's total commission for both transactions: hence there must have been as many dollars in the receipts for corn as $\frac{1}{2}\frac{1}{8}$ is contained times in \$12, or \$206.

EXAMINATION QUESTIONS.

The following questions in the common branches were used at the last city examination in Columbus. They are published for the benefit of our readers who may desire to compare them with questions in the same branches used at their county examination:

U. S. HISTORY.

1. Tell something about the following persons: Vespuccius, Magellan, John Cabot, and DeSoto. 2. Who were the Huguenots? Where did they settle? 3. How did the people who settled at Jamestown in 1607, differ from those who settled in Massachusetts in 1620? 4. Who was Roger Williams? What great

idea did he represent? 5. Name the thirteen original colonies. Designate those that had charter government. 6. Give cause of French and Indian war. Name leading generals of this war on each side. 7. Give the names of the men who composed Washington's Cabinet, and state for what each was noted. 8. Does the addition of territory to the U. S. by conquest conflict with the Monroe doctrine? If so, in what respect? 9. Give the qualifications and terms of office of U. S. Senators and Representatives. 10. In what respect does a territorial form of government differ from that of a state?

ARITHMETIC.

1. Multiply together $\frac{5}{8\frac{1}{2}}$, $\frac{7\frac{1}{2}}{11}$, $\frac{6\frac{2}{3}}{8\frac{3}{4}}$,
 $9\frac{8}{11}$.

2. How many 3 inch cubes could be placed in a cubical box which is 18 inches deep? 3. Add 8 and $3\frac{1}{4}$ thousandths; ten and one-tenth; 21 and 11 millionths; 32 and 6 ten-thousandths; 40 and seventy-five thousand one ten-millionths. 4. A railroad train left San Francisco and ran $36^{\circ} 45'$ east. What is the time shown by a traveler's watch if he left San Francisco at 12 M? 5. The longitude of Rome is $12^{\circ} 27'$ E. and of San Francisco $122^{\circ} 26' 15''$ W.; when it is 4 P. M. at Rome, what is the time at San Francisco? 6. Find the rate of interest on \$360, if the interest for one year, 4 mo.,

6 days be \$19.44. 7. By selling a lot of groceries for \$94 $\frac{3}{8}$, I made $\frac{3}{8}$ of the cost. I paid for them with apples at \$2 $\frac{1}{10}$ a barrel, and \$34 $\frac{1}{10}$ in money. How many barrels of apples did I give? 8. A square field containing 100 acres, 129 sq. rds. is fenced at 68 $\frac{3}{4}$ cents a rod. Find cost of fence. 9. A speculator bought 160 bbls. of beef, at \$18.75 a barrel, and sold it at \$22.50 a barrel, receiving in payment a sixty-day note, which he discounted in bank the same day at 8 per cent. What was his profit? 10. If 8 men can mow 6 meadows each containing 15 acres, in $6\frac{1}{4}$ days of 12 hours each, in how many days of 9 hours each can 10 men mow 5 meadows, each containing 21.6 acres?

READING.

1. Of what use are diacritical marks in teaching reading? When should they be dispensed with? 2. Give some suggestions on the study of the lesson. 3. How are language lessons a help in learning to read? 4. Upon what should every new lesson be built? 5. Explain the use of pictures in teaching reading.

ENGLISH.

1. Write the Lord's Prayer; underscore the words of Anglo-Saxon origin; what per cent of the whole do these Anglo-Saxon words comprise? 2. Write or quote an example of simile, metaphor, personification. 3. State the rules for

writing the possessive case. 4. A word ends in a single consonant. When is it doubled on taking a suffix? 5. What principle should govern in the use of new words in the language? Of slang? 6. What is an idiom? Illustrate. Define tautology, impure diction. 7. Write five rules for the use of capital letters. 8. Write two rules for the use of the period, two rules for the use of the comma, and one rule for the use of the semicolon. 9. Discuss the use of "shall and will" in statements and in questions. 10. Compare the style of the Book of Luke with that of any one of Hawthorne's works.

THEORY AND PRACTICE.

1. Have you ever taught? Where? How long? 2. What have been your educational advantages? What have you had in professional training? 3. What do you understand by the "pouring in process"? What is education? 4. What rules would you make for a school over which you are to preside? 5. How would you create an appetite for study? 6. How does interest in study affect the order of the school room? 7. What moral qualities should a teacher try to cultivate in his pupils? 8. What is habit? How related to education? Name the essential school habits. 9. Distinguish between the science of education and the art of teaching. 10. What is moral training? The end of school discipline? End of edu-

cation? End of instruction? End of religious instruction?

PHYSIOLOGY, HYGIENE, AND NARCOTICS.

1. Speak of the functions of the bones and of their minute structure. 2. What is meant by "taking cold"? Wherein does the danger lie? What precautions may be taken to avoid it? 3. Why should food be slowly and thoroughly masticated? Answer fully. 4. How does a clean skin affect the action of the kidneys and the lungs? 5. Speak of the effects of ice cream and iced drinks following a hearty meal. 6. Why is it well to break up the long morning school session by a recess, or period of relaxation? Answer fully. 7. Why will interest lag in a poorly ventilated room? 8. What would be the ideal conditions for a pupil as to seat, desk, light, and temperature of room? 9. If a child complains frequently of headache, what would you do? 10. In the light of the fact that many people use tobacco without apparent ill effects, how would you proceed to make impressive, and to demonstrate the evil and its dangers?

PHYSICAL GEOGRAPHY.

1. "But few great cities are more than six hundred feet above sea-level." Why? 2. Discuss the economic value of mountains. 3. Explain the commercial and historic importance of Mohawk Gap. 4. "A volcano is a mountain that emits

fire, smoke, and melted lava." Criticise this definition. 5. Land forms are constantly changing. Explain and name the agencies. 6. "Every river passes through the various stages of infancy, maturity and old age." Explain and give characteristics. 7. Explain minutely how the Gulf Stream affects the climate of interior Europe. 8. Explain how climate is modified by latitude, altitude, position of high-lands, direction of winds, and distance from the sea. 9. Name the county seats on or near the great water-shed of Ohio. 10. Write a paragraph upon the correlation of Physical Geography and History.

PENMANSHIP.

1. What system of penmanship do you use mostly? 2. What advantages are claimed for vertical penmanship? 3. What disadvantages do you see in the vertical as compared with the slant? 4. What positions in writing would you recommend? Why? 5. How should the pen be held? 6. Discuss form and movement. 7. What do the terms, "principle" and "element" mean as applied to writing? 8. Analyze the written word: "Pennsylvania." 9. Discuss the height of letters. 10. Discuss the shading of letters.

NOTE.—Candidates for special certificates to teach penmanship should answer all the above questions. Other candidates may answer the first five.

ORTHOGRAPHY.

1. Analyze the word orthography and give the meaning of the term. 2. What is a syllable and what is necessary to every syllable? 3. How are words classified as to the number of syllables? 4. What is meant by the root of a word? By an affix? A prefix? A suffix? Give examples of each. 5. Illustrate the difference between a digraph and a diphthong. 6. What is the rule for dividing a word at the end of a line?

ENGLISH GRAMMAR.

1. "It has been estimated that the quantity of heat discharged over the Atlantic from the waters of the Gulf Stream, on a winter's day, would be sufficient to raise the column of the atmosphere that rests upon France and the British Isles from the freezing point to summer heat." (a) What kind of a sentence is the one given above? Why? (b) Write the principal clause. (c) Write the subordinate clauses, classify, and tell what each clause modifies. 2. Write a sentence containing a noun clause used as a subject of a verb. As object of a verb. As an appositive. Underscore the clause in each case. 3. Write a sentence containing a clause used as an adjective. As an adverb. Underscore the clause in each case. 4. What is a conjunctive pronoun? Name the conjunctive pronouns. Define personal pronoun. 5. Classify the parts of

speech in the following by writing the abbreviation of the part of speech above each work: "The Curfew tolls the knell of parting day, The lowing herd winds slowly o'er the lea, The plowman homeward plods his weary way And leaves the world to darkness and to me." 6. What kind of a sentence is the above? Classify the phrases. 7. Give the principal parts of each of the following words: write, teach, obey, eat, bring, lay, sing, see. 8. What is the distinction between a complex and compound sentence? 9. "*Few were* the stragglers, *following* far, That reached the Lake of Vennachar; And when the Brigg of Turk *was won* The headmost horseman rode alone." Diagram or analyze the above. 10. (1) Give case and construction of the nouns and pronouns in the above selection. (2) Parse italicised words.

CIVIL GOVERNMENT.

1. What is the object of government? Name the principal kinds of government. 2. Tell what is meant by legislative, judicial, and executive functions of our government. 3. How many articles are there in our Constitution? Of what do the first and second articles treat? 4. Name some of the duties of the President of the U. S. 5. Give the salaries of the following officers: President of U. S. Governor of Ohio. U. S. Representative. U.

S. Senator and Supreme Judges of U. S.

INFINITIVES AND PARTICIPLES.

By A. F. Waters.

It is evident that the article in the July number under this heading by J. T. Thompson was intended largely as a criticism upon the articles previously appearing upon the participle. If my articles encourage "haphazard, unwarranted, and unindorsed teaching," I am sorry they found their way into print. However, nobody is compelled to accept the views of either of us, and I have confidence that those who read the articles will be fairly able to judge of their merits. Were it not for the spirit of the criticism I should probably not take notice of it, as the only point of criticism worth notice, was discussed in these pages about a year ago. However, I feel it a duty to call attention to a few of his statements and reply more fully to the old criticism which he repeats.

The statement that "They (verbals) take upon them the modifications of nouns or adjectives," is not warranted. The *Noun-Verbal*, as he calls it, can *never* take the modifications of a noun, nor the *Adjective Verbal* those of the adjective. Both take only the modifications of the *verb*. He holds up his hands in holy horror wanting to know how students will learn English grammar, "if one teaches that one class of the abstract verbal-

noun is a *participle*, and another that the same abstract verbal-noun is an *infinitive*," while he, himself, applies to it indiscriminately *noun-verbal*, *infinitive*, *abstract verbal-noun*, *verbal-noun*, *gerundive infinitive*, *infinitive verbal-noun*, *infinitive noun*, *gerund*, *infinitive*, filling the office of a noun, and *gerundive infinitive* used as a noun. (Where in "the best standard authorities" is "Abstract verbal-noun made use of?") He then becomes hysterical over the expression "participial abstract verbal-noun," a term certainly never used or suggested by me, but one entirely consistent with his own classification.

The criticism that is made, and which I wish to meet fairly, is, that I have not adopted the classification and nomenclature of what he terms "*best standard authorities*;" to be more explicit, that I have no right to speak of a *Participle used as a noun*. I bow reverently to the scholarship of the authorities cited, and am not unmindful of the force of the criticism. But, if there should be a haven of rest for grammatical cranks and these "*best standard authorities*," who differ so much among themselves, should have anything to say about a fellow whose only sin was that he had gone astray on some minor issue on which they themselves could not agree, I would risk my chances alongside of some pious, orthodox brother who was trying to live them all.

Some of these "standard authorities" have attempted to apply *Latin* syntax to *English* speech; others have written from the standpoint of philology trying to make the grammar of the English of today conform to that of the language a thousand years ago; however, the greater number by far have copied after these two classes in order to be scholarly. But few of the texts named are used at all in the public schools where no attempt is made at anything beyond practical grammar.

"*Grammatical purity*" says Adam Sherman Hill, Professor of Rhetoric and Oratory in Harvard College, "is the first requisite of discourse, whether spoken or written. Whatever is addressed to the English-speaking people should contain none but English words and phrases, and should employ these words and phrases in their English meanings, and should combine them according to the English idiom. The answer as to whether a given expression is English is not to be sought in inquiries concerning the origin, the history, or the tendencies of the language. However interesting in themselves, however successfully prosecuted, such investigations are of little practical value in a study which has to do, not with words as they have been or may be, but with words as they are; not with the English of yesterday, or with that of tomorrow, still less with the theorist's

ideal English, but with the English of today." So an English Grammar should be the grammar of the English language of today, and should be written in the *English* of today.

The Latin has six forms,—the *infinitive* corresponding to our infinitive with "to," the *participle*, the *gerund*, the *gerundive*, and two forms of *supine*,—to represent essentially the same constructions that the English represents by the two,—the *infinitive* and the *participle*. Now it is the height of folly "to saddle" all this Latin nomenclature upon these two forms already overworked.

The classification of words into parts of speech depends not wholly upon Syntax. In parsing a word the syntax is the last thing. If syntax determined the part of speech, the order of parsing ought to be reversed. Mr. Thompson speaks of *Infinitives* used as nouns, as adjectives and adverbs. Meikeljohn, one of the *best* standard authorities to the contrary notwithstanding, who says that the infinitive is *always* a noun, and that the last two constructions named are *gerunds* and *must be carefully distinguished from the ordinary infinitive*. If the infinitive form can consistently be made perform three syntactical functions, why for the sake of consistency must we change the name of the *participle* when it has the syntax of a noun? My friend who objects so seriously to

this, has no compunction of conscience at letting it do the work of an adverb, a most questionable feat,—without changing its name. Whitney calls it the *infinitive in ing*, or the *participle infinitive*. Why not simply the good old term *Participle*. But, they say, the two have not the same origin. What of it? We are after the grammar of the language of today, not of that of the time of King Alfred or any other time. But look at the *origin* and development, if you will. The Infinitive as a noun had an ending distinct from its other two uses up to about the 15th century. About that time all the infinitives that correspond to ours with "to" ended in "e" and were preceded by "to." Later they dropped "e" giving us our present infinitive. So the infinitive with "to" is from two distinct forms. It is this distinction that Meikeljohn preserves by the use of the *gerund* and *gerundial* infinitive.

Likewise the Active *Participle* as an adjective had an ending different from the *Participle* as a *Noun* until about the time the infinitives lost their endings, when the two participle endings merged into *ing*. Now why try to preserve this development by different names and not that of the infinitives? Again, if we must distinguish these two participial forms on account of their origin, why call one of them an infinitive, as so many do, which puts it in a class of words already

from two sources, a class with which it never did agree in form or ending. The old ending of the verbal noun which became "ing" was "ung" and let us not forget *that it did not belong to all verbs, and that these old verbs in "ung" did not take the modifications of verbs.* The number of noun constructions at present in "ing" is limited only by our number of verbs, and from any verb one can be made that will take the modifiers of the verb.

If we had only such uses of the form as,

Seeing is believing,

Blessing could not save him, it might be immaterial whether we call them verbs or nouns,—the verbal and the noun force so nearly equal—but with the development of the language have come such expressions as,

Having been elected speaker so early made him at once popular. . . Take a common sense view of the expression "*Having been elected*," by itself or in connection with the rest of the sentence. Aside from syntax does it resemble a noun in any way? It has none of the etymology of the noun. Does it resemble the participle in

John *having been elected* speaker became popular?

They are alike in everything but syntax. . . Would anybody undertake to teach a class in common school that the former is a noun, verbal-noun, or any other kind? To call it a noun-verbal may do, but there

ought to be just as much difference between *noun-verbal* and *verbal-noun* as between beet sugar and sugar beet. But to call it a *noun verbal* and class it with the infinitive (noun-verbal so called) with which some writers of the 15th century attempted to make it "feel at home" by giving it the "to" which its cousin had lately taken on, is an absurdity perpetuating what proved a failure.

As to Mr. Thompson's outline of distinctive difference between the infinitive and participle being sustained by all the best authorities, the ones cited by him do not agree among themselves. Some class them with verbs, others not. Meiklejohn has no infinitive in *ing* and calls the noun use of the participle the *gerund*, and the *adverbial* and *adjective* uses of the infinitive the *gerundial infinitives*. Bain differs from Meiklejohn in calling the noun use of the participle an infinitive, and the adverb and adjective uses of the infinitive *gerunds*. Dr. Morris has no infinitives in *ing* and is content with calling this noun use of the participle simply a *mixed construction* of noun and participle.

Certainly some latitude in classification is allowed when Mr. Buehler, listed among "best standard authorities" and whose grammar is quoted closely in the first twenty lines of Mr. Thompson's article, says in the Preface of his book:

"Perhaps the greatest difficulty that confronts the author of a school

grammar is the diversity of opinion among grammarians as to the proper classification and nomenclature for certain locutions. Anyone, for example, who undertakes to present the English verb after the method of the most approved grammarians, will soon learn how futile it is to try to please everybody. 'High revered authorities lift up their heads on both sides, and there is no sure footing in the middle.' "

From the days of Lindley Murray ninety per cent of our school texts have given the Participle a noun construction. Everybody is familiar with the term and its application, and I wish to be enrolled among those not ready to forsake the Gods of their fathers.

THAT which marks the greatest gain in the cause of total abstinence is the fact that all good people have ceased to laugh or jest about drunkenness or the drunkard. Both the vice and its victim are now known to be a menace to society, and are looked upon with pity or indignation. With churches, secret societies, and Christian homes denying admission to the man who sells strong drink, with many railroads and other great enterprises refusing to employ, and

life insurance companies refusing to insure the drinker, and many places of influence and honor and many of the best homes closed against one who uses intoxicants, there is scant encouragement for any boy or young man to begin the drink habit. In fact, we are now taking this debasing habit and vicious traffic seriously, and are rapidly solving the drink problem.
—*Frank V. Irish.*

SOME of our readers may be interested in the following series of numbers to which Prof. Asaph Hall has recently called attention:

$$\begin{aligned} 1 \times 9 + 2 &= 11 \\ 12 \times 9 + 3 &= 111 \\ 123 \times 9 + 4 &= 1111 \\ 1234 \times 9 + 5 &= 11111 \\ 12345 \times 9 + 6 &= 111111 \\ 123456 \times 9 + 7 &= 1111111 \\ 1234567 \times 9 + 8 &= 11111111 \\ 12345678 \times 9 + 9 &= 111111111 \end{aligned}$$

$$\begin{aligned} 1 \times 8 + 1 &= 9 \\ 12 \times 8 + 2 &= 98 \\ 123 \times 8 + 3 &= 987 \\ 1234 \times 8 + 4 &= 9876 \\ 12345 \times 8 + 5 &= 98765 \\ 123456 \times 8 + 6 &= 987654 \\ 1234567 \times 8 + 7 &= 9876543 \\ 12345678 \times 8 + 8 &= 98765432 \\ 123456789 \times 8 + 9 &= 987654321 \end{aligned}$$

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O. T. CORSON, EDITOR AND PROPRIETOR.

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PAPER.	POSTOFFICE.
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.....	Milwaukee, Wis.
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Indiana School Journal.....	Indianapolis, Ind.

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Kindergarten News.....	Springfield, Mass.
Michigan School Moderator.....	Lansing, Mich.
Midland Schools.....	Des Moines, Ia.
Missouri School Journal.....	Jefferson City, Mo.
Northwestern Journal of Education.....	.....
.....	Lincoln, Neb.
Ohio Educational Monthly.....	Columbus, Ohio.
Pennsylvania School Journal.....	Lancaster, Pa.
Popular Educator.....	Boston, Mass.
Primary Education.....	Boston, Mass.
School Bulletin.....	Syracuse, N. Y.
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School Journal.....	New York, N. Y.
School and Home Education.....	Bloomington, Ill.
School News and Practical Educator.....
.....	Taylorville, Ill.
Southern Educational Journal.....	Atlanta, Ga.
Southern Schools.....	Lexington, Ky.
Teachers' Institute.....	New York, N. Y.
Teachers' World.....	New York, N. Y.
Texas School Journal.....	Austin, Tex.
Western School Journal.....	Topeka, Kan.
Western Teacher.....	Milwaukee, Wis.
Wisconsin Journal of Education.....	Madison, Wis.

THE next State Examination will be held in Columbus, December 26-28, 1901. All communications regarding it should be addressed to W. H. Meck, Dayton, Ohio, clerk of board.

COMMISSIONER Bonebrake's Institute Circular for 1901 contains the Syllabus on Language and Grammar prepared by the committee appointed by him at the request of the State Teachers' Association, and composed of the following named persons:

N. H. Chaney, Chillicothe; I. N. Keyser, Urbana; E. A. Jones, Massillon; Horace A. Stokes, Delaware; J. C. Hartzler, Newark; F. S. Coultrap, Athens; and J. L. Trisler, Hartwell.

For more than a year the members of this committee have worked on this Syllabus, giving the sub-

jects under consideration much careful thought, and we believe that the results of their deliberations found in the Syllabus will be of great benefit to all teachers who will give them the careful consideration which is their due. It is quite evident from the "Foreword" of the Syllabus that the committee could not agree upon all points to be discussed. Such agreement is neither necessary nor desirable and the suggestions offered and the methods outlined in the Syllabus will be all the more helpful because of the difference of opinion regarding them. We are glad to note, however, that the committee do agree, "that there must be better teaching of language" and in this agreement all teachers will heartily join. The committee have wisely refrained from entering into a prolonged discussion of the many disputed points which naturally presented themselves for discussion and from attempting to present model lessons on language. In the language of the Syllabus, "Its function is that of a guide-post and not that of a chariot. It does not assume to dogmatize, but hopes to direct. It seeks to stimulate and not to stipulate work." We congratulate the Committee upon the results of their work and bespeak for the Syllabus a most careful and considerate reading and study on the part of all who are interested in the important subjects of which it treats.

A LETTER recently received from Commissioner Brumbaugh gives a most interesting account of the dedication of a fine new public school building at Caguas, one of the towns which we visited on the tour of the island. In this country where school buildings can be seen on every hand it is almost impossible to understand or appreciate what such a dedication means to the people of Porto Rico. Commissioner Brumbaugh is doing a good work in making all such exercises prominent and impressive and is rewarded by an interest on the part of the people and teachers which is rapidly growing. The summer normal school for teachers which he recently opened in San Juan has an attendance of eight hundred and his opening address delivered in the theatre of that city was listened to by an audience of fifteen hundred people. An appropriation of \$40,000 has recently been made by the government for a Normal School which will be erected in the near future. It was a happy day for the children of Porto Rico, when their future was placed in the hands of the United States Government.

SPECIAL attention is called to our O. T. R. C. Department which we have planned to make more helpful the coming year than ever before. The articles in this number by Dr. Sparks and Dr. Schaeffer will be of great benefit to all read-

ers of their books. One more article from Dr. Sparks will appear soon and we already have on hand three additional articles from Dr. Schaeffer for future use. Other authors have promised articles upon their books adopted on the course. A few suggestive questions on one or more of the adopted books will appear each month to help those who are reading the course. The prospects are that the coming year will be the best in the history of the O. T. R. C., and it is our earnest desire to contribute to the success of the work in every way possible.

WE are glad to note in a recent issue of the *Urbana Daily Times Citizen* that Miss Margaret Leahey won her suit against the Board of Education of Goshen township, Champaign county. She was employed by the board on August 21, 1900, to teach school in District No. 9. Later on the board rescinded its action and employed another teacher. Miss Leahey was present at the school house on the first day of school, but found the other teacher in charge of the school. She secured another school the following January and sued the Goshen township board to recover the difference in salary. Judge Heiserman, before whom the case was tried, held that Miss Leahey had been legally employed at the August meeting and that the board had no right or authority to

employ the other teacher when it did, as the election of teachers can be confirmed by the township board only at regular meetings. Miss Leahey was given judgment for \$161.18, with interest. This decision is an important one and is simply additional notice to boards of education that the provisions of the law in the election of teachers must be followed and that the rights of the teacher must be recognized and protected.

A TRIP TO PORTO RICO—THE TOUR OF THE ISLAND.

[CONCLUDED.]

We traveled from Yauco to Ponce by rail—a pleasant experience after the trip by carriage described in the preceding article. Ponce is an enterprising city, nearly as large as San Juan, and in some respects more progressive. Here we found a pleasant hotel and very hospitable people. The hall where the meetings were held was crowded both day and evening and parents and children, as well as teachers, manifested a deep interest in all that was said and done. We were welcomed in a most cordial manner by one of the leading citizens, who delivered a carefully prepared address. The program at each meeting was made up, as usual, of three addresses by the three members of our party and in addition a number of very interesting exercises by the school children, including several musical se-

lections, both vocal and instrumental, rendered in a most effective manner, indicative of very careful preparation.

Back of the platform on which the speakers stood was a large portrait of President McKinley, painted by a young man, a resident of Ponce, an excellent likeness of our President, who is so well known by all Ohio people. At the close of Commissioner Brumbaugh's last address, the young artist presented him with a beautiful crayon picture of George Washington and the other speakers were most kindly remembered by the children and teachers with bouquets, the beauty of which can be appreciated only by those who have seen the tropical flora in all its luxuriance.

Our never-to-be-forgotten experience at these meetings was about to end but we were to be treated to one more remarkable demonstration by these demonstrative people. The occasion of it was the farewell address delivered in Spanish by the President of the Board of Education of the city of Ponce and translated into English by Señor Manuel Domenech, a resident of Ponce and a member of the House of Delegates from the Third District—a cultured gentleman who was educated at Lehigh University, Pennsylvania, and who is giving to the island valuable service in many ways. The address was a most eloquent one; in fact so eloquent in

one or two places that the interpreter frankly admitted that it was impossible to express its full meaning in English. A brief summary cannot do it justice but we are anxious to give to our readers, even in an imperfect manner, some idea of the noble sentiments which it contained. The speaker emphasized in an earnest manner the value of education for all the people and then with much feeling referred to the fact that they had for the past two days listened to the weird, sad strains of their Island Song, "The Borinquen," and to the joyous, happy strains of our America. He expressed the hope that the mingled music of these two songs might inspire them all with a desire so to strive and live that, as a result, there might grow up on the island which was so dear to them a race of people, so surrounded by an atmosphere of intelligence and patriotism, that in time their people might be deemed worthy of citizenship in our Republic, and that the star on their flag might be numbered among the stars of our National Emblem. The scene which followed this address cannot be described and our hearts were touched with the many kind words which came to us from these courteous and appreciative people with whom we had mingled only a short time, yet long enough to give us some idea of their needs and longings. We had to say good-bye and prepare for our long

journey of eighty-four miles by carriage over the great Military Road connecting Ponce with San Juan. Before starting on this journey we were entertained at lunch at the home of Mr. Miller, son of the founder of Chautauqua, and the present postmaster of Ponce.

The hour spent in this home where both Mr. and Mrs. Miller gave us a genuine Buckeye welcome, was one of the brightest spots in these days crowded so full of happy experiences.

The Military Road referred to in the preceding paragraph has no superior in the world in the engineering necessary to its construction or in the perfection of its work. It was built by the Spanish government for the transportation of troops by the convict labor of the island, and cost at least \$25,000,000.

Late in the afternoon of a beautiful day in March when the atmosphere seemed perfect we started from Ponce and in a few hours had passed over about twenty miles of this road to Coamo. Here we turned aside for about three miles and found ourselves at the celebrated Coamo Springs where we spent a restful night. These springs are not surpassed by any in the world, and the large marble baths in which both hot and cold water pours in from the mountains in pipes from four to six inches in diameter are the finest we have ever seen. It is safe to predict that in

the near future this will be one of the most prominent watering places in the United States. The baths are an almost certain cure for rheumatism, and the climate of the surrounding mountains is all that could be desired. The comfort and rest following the bath and the delightful feeling of drowsiness which came over us as we sat out under the stars on that night can better be imagined than described.

The long journey of sixty miles the next day back to San Juan, which we had left a week before, was one continuous pleasure. The scenery as viewed from the road as it winds its way over the mountains which are over 4,000 feet high, is equal to any that can be found in America. Aibonito, situated near the summit of the range, a short distance from Aibonito Pass, where the Spaniards had taken their stand in the recent war and where great loss of life must have occurred, had not the news of the signing of the protocol reached the army just in time to stop the battle, is an interesting town. Cayey, the center of the tobacco trade, where the best cigars of Porto Rico are made, is a busy place. We tarried here long enough for some of our party to test the narcotic effect of the cigars which are already making a reputation beyond the boundaries of the island. Many towns were passed, all crowded with a life both strange and interesting, and on all sides so many

sights demanded our attention that the long journey seemed all too short. Our week's tour of the island was at an end, but the experiences so imperfectly related in these articles will remain a permanent possession. Our hearty thanks are due hundreds of our readers who have expressed their appreciation of what we have written. If we have added anything to the interest or information possessed by any one regarding this beautiful island whose history is, in many respects, so sad, but whose future is so promising, we are glad of the attempt to tell in an informal manner the experiences of our Trip to Porto Pico.

At some future time we may add some observations regarding the geography of the island, having special reference to its soil, climate, productions, etc., and also try to tell something of the great work now being done on the island to establish a school system which will bring the blessings of free education to all the children—a work to which that broad-minded great-hearted man, Commissioner Brumbaugh, is dedicating some of the best years of his life.

IN THE WHITE MOUNTAINS.

The editor left home a week earlier than usual this summer, before his annual attack of hay fever came on, and is now located at the Forest Hill Hotel, Franconia, New

Hampshire, with fair prospects of entirely escaping the malady which has caused so much suffering for several years past. The location, which is in the heart of the White Mountains, is an ideal one, beautiful beyond description. Everywhere the eye turns it is greeted by pleasing scenes. Several hundred feet below the elevation on which the hotel is situated is the cosy little village of Franconia, with its neat, tidy, homes so characteristic of the New England region. Across the valley five miles away is Cannon Mountain, on one cliff of which is the "Old Man of the Mountain," upon whom we called yesterday. The profile of this "Old Man," whose great "Stone Face" is so well known to all readers of Hawthorne, is remarkable in its distinctness. Every feature stands out so prominently that one can almost imagine that the "Old Man" is the embodiment in stone of some huge giant who was placed as a sentinel on the top of the mountain centuries ago, to keep watch over the sleeping valley below. No wonder that thousands of people travel many miles to look upon this remarkable face.

Off to the east, about twenty-five miles, we can see Mt. Washington, whose height we had to memorize as a school boy or pay the penalty of staying in at recess, if we failed to meet the requirement. Before the season closes we hope "to climb those rugged heights"

by means of the railroad, which now carries passengers to the summit.

We came here via Detroit, Toronto and Montreal, over the great Canadian Pacific Railway, and can most earnestly commend it to all tourists and travelers. The road-bed is solid and smooth, the equipment first-class in every particular, and the courtesy and attention of employes very marked. The dining car and restaurant service is excellent and prices for meals very reasonable—75 cents on train and 50 cents at stations. In addition to all these things, the trains are run with the greatest care and the safety as well as the comfort of the passengers is always kept in mind.

**IMPORTANT NOTICE TO SUBSCRIBERS
WHO HAVE NOT YET SENT IN
RENEWALS.**

As we go to press we are in the midst of placing on the subscription books the names sent in by our institute agents, and since several counties have not yet reported, we are following our usual custom of mailing the September number to all persons whose names are on the books, even if their time expired in July or August, and their renewals have not been sent in. We do this to accommodate hundreds of regular subscribers who continue from year to year but who, for some cause, fail to send in their renewals either to the editor direct

or through the agent, but who do not want to miss any numbers. In return, we most earnestly request all persons, whose subscriptions have expired, and who have not sent in renewals, to notify us AT ONCE WHETHER THEY DESIRE TO RENEW OR NOT.

Remember the rate is now only \$1.00. It will be much less trouble both to yourself and the editor to send a remittance of \$1.00 with your renewal, for which a receipt will be promptly sent, but if not convenient to do this, send in your renewal AT ONCE and pay \$1.00 any time before December 1. After that date \$1.25 will be due.

If for any reason you do not wish to renew, please send a postal to that effect.

NEW STATE SCHOOL EXAMINER.

On August 31 Commissioner Bonebrake appointed Supt. C. C. Miller, of Lima, as a member of the State Board of School Examiners, for the full term of five years, to succeed Supt. J. D. Simkins, of St. Mary's, whose term had expired.

Supt. Miller is well known to the teachers of the State. He began his work as a teacher in the country schools and has served with success as Superintendent of Schools in Eaton, Ottawa, Sandusky, Hamilton and Lima. Upon the death of Commissioner Hancock, June 1, 1891, he was appointed State Commissioner of

Common Schools by Governor Campbell, which position he held until April 16, 1892, when he resigned to devote his entire time to his duties as Superintendent of the Hamilton public schools. In the capacity of Commissioner or institute instructor, he has lectured in all sections of the State and, therefore, has a wide acquaintance.

Supt. Miller is a graduate of the Ohio State University and several years since passed the state examination and secured a Life Certificate. In addition to the qualifications already enumerated, he has also had a wide experience as a county and city school examiner, which will be of much value to him in the performance of the duties connected with the responsible position to which he has been appointed.

Supt. Simkins retires, after five years of faithful service, with the good will and wishes of all who have served with him on the board and with the respect of all those who have met him as applicants for certificates.

EDUCATIONAL NEWS.

The editor of the MONTHLY is requested by the management of the Teachers' Library Union to announce that the work of organizing their Courses of Reading will be resumed in Ohio immediately upon the opening of the schools. As the entire letter will no doubt

be of interest to many of our readers we publish same herewith in full.

Prof. O. T. Corson, Columbus, O.:

DEAR SIR:—You may announce to your readers that we shall resume the organizing of our County Courses of Reading in Ohio immediately upon the opening of this school year. This work is placed under the exclusive management of Messrs. H. S. Dum and G. J. Trask, who will endeavor both to extend its benefits to all of the counties at the earliest possible moment, and to perfect its practical workings where already in operation.

You will probably be interested to know that our outlook for 1901-1902 is bright for a prosperous business. Mr. Dum has just returned from a tour to Nebraska and Kansas, and we have secured the approbation of the Departments of Education in each of these states, both State Superintendents giving us strongly commendatory letters. Dr. E. Benjamin Andrews, Chancellor of the University of Nebraska, has indorsed our work, too, as also Prof. W. A. Clark, President of the State Normal of Nebraska, and Supt. Greenwood, of Kansas City. Several of the strongest county superintendents were seen, who arranged with us for the Course in their county, and gave us the most unqualified letters of approbation to their teachers.

We are accustomed to receiving strong support from the leaders generally, as the value of such a broad course as we offer is recognized by all, and since our plan of co-operation is the only one feasible and practical; but it is especially encouraging to find our efforts in starting the work in new states meeting with so unanimous a concurrence of approval by all the leaders.

In Ohio this coming school year we have planned several new improvements, which we confidently expect to be a big factor in increasing the efficiency of our work among the teachers. At considerable expense, too, we have issued quite an elegant Badge-Emblem, which all of our members will receive free of charge. Since this will be a Standard Course in each of the counties, complimentary to the Reading Circle, this will be a thing highly pleasing to the teachers, in-so-much that it will speak well for them as being ladies or gentlemen interested in Higher Culture. This will serve admirably, especially to promote the feature of Union and organization that attaches to our work.

Thanking you for the kindly interest you have manifested for our work in Ohio, and for courtesy that makes us your debtor, we beg to remain,

Very truly yours,
J. A. DOYLE,
President.

—Prof. J. A. Wilcox was re-appointed county examiner for three years.

—The committee, appointed by Commissioner Bonebrake to prepare a Syllabus on Physiology, Hygiene, and Scientific Temperance, consists of R. E. Rayman, chairman, East Liverpool; R. H. Kinnison, Wellington; C. L. Dickey, Clintonville; J. R. Kennan, Medina; S. H. Layton, Barnesville; C. L. Boyer, Circleville, and J. A. Culler, Bowling Green. This is an important committee and its membership is such as to insure a Syllabus of value on this important and difficult subject.

—The training school which was organized some time since by Supt. C. C. Miller of Lima, has been doing excellent work and is very popular with the patrons of the school. Miss Ruth English who has had charge of this school for the past two years has resigned to get married. Her future home will be in Pittsburg.

—Supt. A. B. Graham of Springfield township, Clark county, remains in his position for two years more at a salary of \$80 per month.

—Prof. Frank V. Irish has removed his book business from Columbus to 315 Wabash avenue, Chicago, Ill., where he will be glad to meet his friends at any time. His "American and British Authors" and "Orthography and Orthoepey" have been recently adopted in many new places.

—Miss Frances Baker, English teacher in the Lima high school,

has resigned to accept a similar position in the East Side High School, Cleveland, at a salary of \$1100. We congratulate Principal Rannells upon his good fortune in securing the services of Miss Baker who has been very successful in her special work.

—President J. W. Withers of the National Normal University, Lebanon, has resigned to take a post-graduate course at Yale, and E. C. McDougale, Professor of Pedagogy in the same institution, has resigned to accept the presidency of the Southern Normal University, Hunting-ton, Tennessee. J. Oscar Creager who has recently taken his Ph. D. degree at Harvard has been elected to succeed President Withers.

—The Lawrence County Teachers' Institute was held at Ironton, July 22-26. Notwithstanding the intense heat, the attendance and interest were good. Supt. Humphrey and the Ironton teachers were loyal in their support and the most cordial relations exist between city and country teachers. This is as it should be and as it always will be when the superintendent, who holds the prominent position in the county, does his duty. The instructors were Supt. Henry G. Williams of Marietta and the editor, both of whom are grateful for their cordial reception. Commissioner Bonebrake was present on Friday and addressed the teachers.

—Supt. Ernest C. Gray of Bristolville remains another year at an increased salary.

—Supt. Garraty of Port Clinton has resigned, greatly to the regret of his many friends.

—Supt. H. C. Silverthorn, of Mt. Sterling, has been appointed county examiner in Madison county for the full term of three years.

—C. E. Reber, Ph. D., of Philadelphia, succeeds the late Dr. Chas. D. Nason in the department of pedagogy in the Tri-State Normal College, Angola, Indiana. Dr. Reber is a classical graduate of Harvard University, and has completed his work for the degree of Ph. D. in the University of Pennsylvania. In this connection, special attention is called to the letter of President Sniff to his "Ohio Friends," found in our advertising department. This letter should be carefully read by all who expect to go away to school.

—Supt. M. E. Hard of Sidney, and the editor were the instructors in the Scioto County Teachers' Institute at Portsmouth, July 29-Aug. 2. Supt. Hudson of Portsmouth, and a number of the city teachers were in attendance, and their co-operation was greatly appreciated by the teachers of the county and the officers of the institute. The attendance increased during the week until a large majority of the teachers were enrolled.

—Mrs. Janey McCoy, Principal F. B. Pearson, and the editor were the instructors at the Madison County Institute, August 5 to 9. Commissioner Bonebrake was present Monday forenoon and made an address. In addition to the regular program special work in Colonial History was presented by Supt. D. J. Schurr, of Plain City, who has given much time and attention to the life and services of William Penn. His talk, at the early morning session, on the work of this celebrated character, was greatly enjoyed by all who were fortunate enough to be present.

—We are indebted to our friend, Supt. John Burke, of Newport, Ky., for a copy of his little book entitled, "Elements of Astronomy." It is filled with valuable information and can be purchased at 10 cents a copy, or twelve copies for \$1.00.

—Upon the recommendation of Supt. Boone, the Cincinnati Board of Education has taken an advanced step and elected two assistant superintendents at a salary of \$2,500 each. W. H. Fick, of the Sixth District, one of the finest German scholars in the city, has been selected to take charge of the schools wholly or largely German, and Supt. F. B. Dyer, of Madisonville, known all over Ohio as one of the most sensible, progressive, and successful school men in the state, will have charge of the other

schools. We congratulate Supt. Boone and the teachers of Cincinnati upon the wise choice which has been made in the selection of assistants who stand for the best things both in scholarship and successful experience in school work.

—The recently issued Descriptive Catalogue of High School and College Text-Books published by the American Book Company is a valuable document of nearly three hundred pages. In addition to the titles and prices of books usually found in such catalogues, the distinctive features of the books are also given in such a manner as to aid very greatly in making selections. The American Book Company, 317 Walnut street, Cincinnati, will take pleasure in sending this catalogue to any superintendent, high school principal or high school instructor who will write them.

—Through the courtesy of Mr. R. H. Allin, of Rand, McNally & Co., Chicago, we are in possession of their most recently published map of Germany—Historical and Political. The large size of this map permits of very full details without crowding and all important towns, battlefields, water-ways, mountains, etc., are shown with great clearness and accuracy. It will be of great value in the study of German History. Mounted on heavy cloth, \$6.00; on spring roller in diamond case, \$9.00.

—Supt. E. D. Lyon, who has given Mansfield such splendid service for several years past, has been elected to succeed Supt. F. B. Dyer at Madisonville. Dr. Thomas Vickers, of Portsmouth, has been elected to the superintendency at Mansfield.

—J. M. Martin, of the Urbana High School, spent the summer in Europe, visiting England, Scotland and France.

—J. E. Pettit, the successful principal of the New London High School for the past five years, has been elected superintendent of the La Grange schools. Miss Adda J. Osborne, an assistant in the High School, has been selected as Mr. Pettit's successor, and Miss Ida L. Feiel, a graduate of O. S. U., has been elected as assistant.

—The Richland County Teachers' Association held a one-day session at Shiloh, August 10. Miss Converse gave instruction in arithmetic work for the first and second grades and Miss Gedney for the third and fourth grades. Addresses were delivered by S. J. Laferty, W. H. Mitchell, A. B. Beverstock, D. C. Meck, and T. F. Black. The institute will be held at Mansfield the week beginning December 30, 1901, with W. H. Mitchell, of the State Board of Examiners, and the editor as instructors.

—Lee W. MacKinnon has resigned his position as teacher of

Science in the Fostoria High School to accept a similar position in Washington C. H., at an increased salary.

—The Fulton County Teachers' Institute, held at Wauseon, August 5 to 9, was well attended. All who were present speak in high terms of the work of the instructors, Supts. J. D. Simkins and B. O. Martin. Commissioner Bonebrake was present at the Wednesday afternoon session and made an excellent talk.

—We are very sorry to record the death of E. H. Gamble, assistant principal of the Wauseon High School, which occurred recently at the Ann Arbor Hospital, where he had been taken from the Ypsilanti Normal School, for an operation for appendicitis, which proved fatal. While but twenty-four years of age, he had already met with marked success in his work and he will still live in the memory of his pupils and friends who were deeply attached to him.

—Dr. Edwin Erle Sparks, the author of "The Expansion of the American People," will contribute, the coming year, to the *Chautauquan* a serial on "Formative Incidents in American Diplomacy," and will bring out next year the last two volumes in Putnam's "Story of the Nations." These volumes will be called "The Story of the United States." Dr. Sparks is a very busy man and we are spe-

cially fortunate in securing a series of articles from him for our O. T. R. C. Department.

—The Lake Shore and Michigan Southern Railway is issuing a large number of unique advertising folders announcing special rates to the Pan-American Exposition, Chautauqua, and other points. Many of these folders contain much of interest to both teachers and pupils. Special attention is called to the Pan-American Souvenir Coffee Spoon of fine quality, made especially to order for this railway company, by the Oneida Community, at their factory, Niagara Falls, N. Y. It is fully guaranteed and will be sent to any address, post-paid, for twenty cents in coin. Write at once to A. J. Smith, G. P. & T. A., Lake Shore Railway, Cleveland, O., for coupon to be used in ordering.

—C. S. Wheaton has been elected to the superintendency of the Port Clinton schools.

—Supt. F. J. Stinchcomb, of Dunkirk, has moved to Payne to take charge of the public schools of that thriving town. E. W. Green, of Edison, succeeds him at Dunkirk.

—C. J. Foster will have charge of the schools of Spencerville the coming year.

—The Franklin County Teachers' Institute held a very successful session August 12-16. The in-

structors were Prof. Charles Albert, of Bloomsburg, Pa., Supt. F. B. Dyer, of Madisonville, and Prof. Pearson, of Chicago.

—Supt. E. D. Longwell, of Pioneer, is doing splendid work as Secretary of the O. T. R. C. in Williams county. He has issued a very helpful circular containing the course of study and suggested order for reading beginning with September and ending with March.

—Treasurer C. L. Dickey reports one additional person as having paid his membership fee in the State Association for this year—Supt. W. T. Heilman, of Canal Winchester—making seventy (70) in all. The bill of the Committee on the Language Syllabus, whose appointment by Commissioner Bonebrake was authorized by the State Association, is \$118.00. Other bills are due and ought to be paid. We again call attention to this important matter with the hope that the friends of the Association will yet rally to its support. If you have not sent in your membership fee for this year, please send a dollar at once to Supt. C. L. Dickey, Treasurer, Clintonville, O.

—Wayne county reports an excellent institute, with A. J. Gantvoort, J. D. Simkins and D. C. Meck as instructors.

—The thirty-fifth annual session of the Allen County Teachers' Institute was held at Lima, August 12 to 16, and proved to be the

largest and one of the most enthusiastic gatherings of the kind ever held in the county. The enrollment reached 620. Professors Darst and Fess, of Ada, were the instructors. C. L. Fess was re-elected president; Miss Lizzie Judkins, secretary, and S. P. Herr, executive committeeman. C. A. Graham, secretary of the O. T. R. C., expects to enroll every teacher in Allen county in the O. T. R. C. department this year.

—The teachers of Hancock county closed one of the most successful institutes in its history, August 16. The enrollment for the two weeks was 337, each of whom paid a membership fee of 75 cents. The instructors for the first week were Hon. H. R. Pattengill, of Lansing, Mich., and Supt. H. G. Williams, of Marietta; during the second week Supt. F. Trendley, of Youngstown, and Mrs. Anna Friedman, of Buffalo, N. Y., were the instructors. Mr. J. D. Luse, of Sandusky, gave instruction in music during the entire institute. A large banquet was one of the delightful features of the last day. The election of officers resulted as follows: President, Supt. P. M. Cox, Mt. Cory; vice president, Supt. J. B. Steen, Benton Ridge; secretary, Miss Lulu Davis, Rawson; member of executive committee, J. F. Smith, Findlay; county secretary Reading Circle, Miss Anna Sweeney, Findlay. The next

session will be held in Findlay, the weeks of August 11 and 18, 1902.

—Clark county has two new members on the board of examiners. Edward Brantner, of Selma, has been appointed for the full term of three years and A. B. Graham, of Springfield, for an unexpired term of one year. J. R. Clarke is clerk of the board.

—The instructors in the Mahoning County Institute were Prof. F. B. Sawvell, of Greenville, Pa., and Dr. Samuel A. Baer, principal of Harrisburg, Pa., High School, both of whom gave excellent satisfaction.

—The Crawford county teachers held their annual institute at Bucyrus, August 5-9. The instructors were Prof. J. G. Park, Ada; Supt. I. C. Guinther, Galion, and Prof. G. Goldsmith, Bucyrus. The work done by the instructors was good and the attendance, both of teachers and the public in general, was above the average.

—S. A. Harbout, of Toronto, goes to Ashtabula as principal of one of the city schools.

DIRECTORY OF IMPORTANT EDUCATIONAL MEETINGS.

[We desire to give, each month, reliable information regarding the time and place of important educational meetings, and shall greatly appreciate the assistance of our readers and friends in securing such information. Notices relating to such meetings should reach us not later than the twentieth of the month preceding the month in which the meeting is to be held.]

NATIONAL EDUCATIONAL ASSOCIATION.

President — W. M. Beardshear, Ames, Ia.
 Secretary — Irwin Shepard, Winona, Minn.
 Place — To be determined by executive committee.
 Time — To be determined by executive committee.

OHIO STATE TEACHERS' ASSOCIATION.

President — E. W. Coy, Cincinnati.
 Secretary — H. H. Helter, Wapakoneta.
 Place — Put-in-Bay.
 Time — June, 1902.
 No meeting of this Association will be held in 1901 on account of N. E. A at Detroit.

CENTRAL OHIO TEACHERS' ASSOCIATION.

President — Horace A. Stokes, Delaware.
 Secretary — Eudora C. Baldwin, Urbana.
 Place — Cincinnati.
 Time — November 8 and 9, 1901.

NORTHEASTERN OHIO TEACHERS' ASSOCIATION.

President — F. J. Roller, Niles.
 Secretary — F. P. Shumaker, Chagrin Falls.
 Place — To be named by Ex. Com.
 Time — To be named by Ex. Com.

EASTERN OHIO TEACHERS' ASSOCIATION.

President — H. V. Merrick, Lancaster.
 Secretary — Kate Simmons, Cadiz.
 Place — Zanesville.
 Time — November 29 and 30, 1901.

SOUTHEASTERN OHIO TEACHERS' ASSOCIATION.

President — B. O. Higley, Athens.
 Secretary — Charles W. Cookson, Somerset.
 Place — Jackson.
 Time — October 25 and 26, 1901.

SOUTHWESTERN OHIO TEACHERS' ASSOCIATION.

President — J. W. Withers, Lebanon.
 Secretary — C. C. Donley, Middletown.
 Place — Hamilton.
 Time — October 26.

NORTHWESTERN OHIO TEACHERS' ASSOCIATION.

President — E. D. Lyon, Mansfield.
 Secretary — Rose Dunathan, Van Wert.
 Place — Toledo.
 Time — November 29 and 30, 1901.

WESTERN OHIO ROUND TABLE.

President — F. Gillum Cromer, Franklin.
 Secretary — J. W. Swartz, Tippecanoe City.
 Place — Dayton.
 Time — Nov. 28, 29 and 30, 1901.

NORTHWESTERN OHIO ROUND TABLE.

President — C. C. Miller, Lima.
 Secretary — Ethel Reed, Bowling Green.
 Place — Van Wert.
 Time — April 4 and 5, 1902.

OHIO VALLEY ROUND TABLE.

President — W. H. Maurer, Steubenville.
 Secretary — W. H. Maurer, Steubenville.
 Time — November 1 and 2.

STATE ASSOCIATION OF SCHOOL EXAMINERS.

President — Horace A. Stokes, Delaware.
 Secretary — C. L. Martzloff, New Lexington.
 Place — Columbus.
 Time — Christmas week.

STATE ASSOCIATION OF TOWNSHIP SUPERINTENDENTS.

President — A. B. Graham, Springfield.
 Secretary — D. H. Barnes, Osborn.
 Place — Columbus.
 Time — Christmas week.

STATE ASSOCIATION OF SCHOOL BOARD MEMBERS.

President — H. S. Prophet, Lima.
 Secretary — J. A. Williams, Columbus.
 Place — Columbus.
 Time — To be determined by executive committee.

BOOKS AND MAGAZINES.

Ainsworth & Co., Chicago, Ill.:
 "Julius Caesar." Edited with introduction and notes by Cyrus Lauron Hooper, of the Chicago High School. Bound in cloth and well illustrated. Price, 30 cents.

Allyn & Bacon, Boston Mass.:

"English Grammar." By Christine Gowdy. A most carefully written volume by an author of wide experience as a teacher who believes that technical grammar should have a definite place in a course of study. Part I presents a logical development of the sentence in a simple, plain manner, easily understood, and defines and classifies the parts of speech. Part II deals with the more formal parts of grammar and pays special attention to inflection and classification. This is followed by a discussion of words that involve special difficulties—a discussion which is very suggestive and helpful to both students and teachers.

C. C. Birchard & Co., Boston, Mass.:

"The Merchant of Venice." Edited by Frederick Manley. This beautifully printed and bound volume is one of "The Laurel Classics." It contains an excellent introduction to the play and is well adapted for use in the school room.

Ginn & Co., Boston, Mass.:

"The Guilford Speller." By A. B. Guilford and Aaron Lovell. Contains valuable word studies and much helpful dictionary work. Mailing price, 30 cents.

The volumes of the "Riverside Biographical Series" are a noteworthy sign of the fresh emphasis

on the study of men rather than forces. These brief, graphic, clear-cut narratives of great Americans let one into the true secret of our history by disclosing the motives and powers of the men who shaped events.

The value of this attractive series, of which nine volumes have already been issued, has been promptly perceived by schoolmen, who have found these lives of great service in history courses.

The additions to the series for the month of September, 1901, are "Alexander Hamilton," by Charles A. Conant, a well-known student and writer on finance and economic problems, and the author of "The United States in the Orient," recently published by Houghton, Mifflin & Co.; and "Washington Irving," by Henry W. Boynton, A. M., teacher of English at Phillips Academy, Andover, Mass., and editor of No. 147 of the "Riverside Literature Series," "Pope's Rape of the Lock," "An Essay on Man," and "Epistle to Dr. Arbuthnot.

Other volumes announced for early issue are "Paul Jones," "Columbus," and "George Rogers Clark."

Messrs. Houghton, Mifflin & Co., of Boston, New York, and Chicago are the publishers of this "Riverside Biographical Series." The books are small 16mos in size, are equipped with portraits, and are sold in the "School Edition," at 50 cents each, net, postpaid.

THE OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION.

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No. 10.

THE AUTHOR OF "A CLUB OF ONE."

BY DR. W. H. VENABLE,

AUTHOR OF "A DREAM OF EMPIRE."

It was in December 1868, that I first met Addison Peale Russell who was then staying temporarily at the home of J. P. Siddall, Richmond, Indiana. Mr. Siddall and his wife were people of ample fortune and most liberal culture, and their house was a meeting place of the "choice and master spirits," men and women, of the delightful little city which then as now, holds preeminence as a seat of learning and social refinement. The Indiana State Teachers' Association was in session and among those in attendance were John Hancock and Wm. D. Henkle, of Ohio, and the wise and witty old Doctor Hoshour, author of a quaint book called "The Altissonant Letters." These gentlemen and a few other persons of local note were invited to a "Symposium," held in the spacious parlor of the Siddall house, and, on that occasion, Mr. Russell was the

charming leader in conversation. An adjoining room held the famous collection of choice books, described in one of Mr. Russell's volumes, under the queer name of "The Grindstone Library."

The acquaintance which I formed with A. P. Russell, in Richmond, ripened to intimacy and it came about that at a later period, I spent many delightful days with him in New York City where he had his headquarters at the Albe-marl, the hotel in which his first book, "Half Tints," was composed, in 1867. This peculiar production was published anonymously, by Appleton. While sojourning with my friend in the great metropolis, we visited together, many odd nooks and corners, book-shops, picture galleries, literary haunts, and historic scenes. We enjoyed all manner of Bohemian lunches, now a fish dinner at Fultòn Market, now

a bowl of bread and milk at the Casino in Central Park, now a mutton chop at "Old Tom's" where Aaron Burr and other celebrities used long ago to refresh themselves. We went up the Hudson to West Point, and, on a memorable day, attended a session of the Beecher Trial at Brooklyn, and, on the following Sunday, heard Beecher deliver an eloquent sermon, in Plymouth Church.

The acquaintanceship so pleasantly begun more than thirty years ago, ripened to a close personal and literary intimacy and correspondence. It was my privilege to read several of Mr. Russell's books in the original manuscript. His writings are of a high order and it seems fitting that some account of the man and his work should appear in the OHIO EDUCATIONAL MONTHLY and be read by every Ohio teacher. For A. P. Russell is a genuine Buckeye, born in Ohio and brought up on Ohio ideas. He is one of a comparatively few natives of the State, who have risen by sheer merit to literary eminence in the nation.

We learn from the "History of Clinton County," that he was born in Wilmington, September 8, 1826, and is a son of Charles Russell, a native of Virginia and a scion of Revolutionary stock. Addison Peale Russell was reared and educated in his native place, attending the schools during the winter months until he was sixteen years

of age. He then became an indentured apprentice to the printing business in the office of the *Gazette*, at Zanesville, Ohio, remaining for a few years subsequent to November 9, 1842. Next he published and edited the *Hillsboro (O.) News*, a Whig paper which he conducted for one year, beginning July 1, 1845. From January 1, 1847, until July 1, 1852, he resided in Lebanon, (serving meantime in the Senate of Ohio during the last session of that body under the old constitution); at the latter date he returned to Wilmington and purchased a half interest in the old *Clinton Republican*, which he retained for several years. In 1855 he was elected to the Legislature from Clinton County, serving two years. In 1857 and in 1859, he was chosen by the Republicans of Ohio and elected Secretary of State; and in 1862, was appointed by Governor Tod Financial Agent for the State, to reside in New York City. He was reappointed to the same office by Governor Brough, in 1864, and by Governor Cox, in 1866. Since retiring from that responsible office, in 1868, he has not been engaged actively in political affairs.

For the last thirty years he has been engrossed in literary labors and has become an author whose works are recommended by the best critics of the country. His first work was an anonymous publication issued by D. Appleton & Co., in 1867, entitled "Half Tints: Table

d' Hôte and Drawing Room." In 1875, the first edition of "Library Notes" appeared, published by Hurd & Houghton, of New York. This volume gained a wide reputation, and was commended, uniformly for its value and interest. The first edition was soon out of print, and in 1879 a second edition, revised and enlarged, was published by Houghton, Osgood & Co., Boston. His third work, "Thomas Corwin: A Sketch," was published in 1881, by Robert Clark & Co., of Cincinnati, and was warmly received by all who were interested in the great orator and statesman. The fourth was a volume of literary essays published by Houghton, Mifflin & Co., in 1884, and entitled "Characteristics," which was well received both in this country and in Great Britain. In 1887 was published anonymously, the piquant and delightful classic, "A Club of One," and, in 1890, its companion volume, "In a Club Corner." Mr. Russell's latest book, "Sub Coelum," perhaps contains more of the author's individuality and more of his mature wisdom, than any of his earlier works. "Sub Coelum" is a treasure trove of sense, sensibility, and practical counsel on the art of right living — true conduct of life.

Though opinions differ regarding the relative value of Mr. Russell's books, all of which are sterling, the reading public is most familiar with his "Library Notes."

This celebrated piece of literature may be described as a banquet of books. The author acting the part of a symposiarch with easy grace, now and then dropping a keen remark, or making a comprehensive summary of his own. But great books do the most of the talking. Various themes, both profitable and entertaining, are discussed in the most searching and suggestive manner. It is as if a hundred famous knights of the quill were assembled about a literary Round Table to give and receive one another's wisest and wittiest opinions. The subject of conversation is looked at from every side, and when the discussion ends, one feels that about all has been said that human genius can originate. Mr. Russell secures a wonderful unity in some of his long paragraphs made up wholly of quotations. Sentences picked from writers of widely different nations and periods fall together like links of the same chain, and the force of the aggregate is incomparably greater than could be found in an equal number of sentences by any single individual. Many men of many minds concentrating their best thought on one topic, accumulate power as does a compound magnet.

The manner in which these "Notes" are fitted together is something new in literary art. The passages are not detached, as in Southey's "Common-place Book," but connected and mutually dependent, somewhat after the fashion of certain of the essays of Montaigne. Mr. Russell's book is not an imitation of anything. It is unique. Each of the thirteen chapters has a mood of its own, and no part of the contents could be transferred from the page where it is set down to

another place in the volume, without impairing the work.

We may instance a few special characteristics which give peculiar value to "Library Notes." One of these is that it contains little or nothing that is hackneyed. The author has not cast his net in the shallows of common-place, but in the deep sea of classical literature. In many cases he has culled from good writers their very best and most significant expressions—the chief felicities of their lives. Often he has distilled in his own mind the precious thought or sentiment of a book, and preserved the essence of it in a few condensed words. A very piquant and pleasant feature of this volume is the hospitable spirit with which it welcomes all sorts of really earnest and sincere ideas. The past and the present meet upon these pages with the most amiable sympathy. Augustine talks familiarly with Arthur Helps, and Epictetus with Emerson.—*Cincinnati Commercial*.

I cannot here enter upon a critical discussion of Mr. Russell's several books. Enough to say that his reputation is fully and permanently established. To show in what esteem this Ohio prophet, who arose from the people is held in other states, I quote a representative opinion from the *New York Commercial Advertiser*:

"Addison P. Russell, who was at one time Financial Agent of Ohio in this city, but who now lives at the pleasant, quiet town of Wilmington, in that state, is an ardent lover of books, and also a

producer of them. A printer originally, he imbibed in that trade, like so many of his craft, a passion for literature that has clung to him through life and is a great comfort to him in middle age. His works are all redolent of scholarship, are gracefully and brightly written, and have had a considerable sale, being issued from the Boston press. A philosophic though genial bachelor, he prefers tranquility and mental freedom in a small town to the roar,



HON. A. P. RUSSELL.

bustle and distraction of a great city. Content with a modest competence, he passes his days in the society of a few tried friends and in the many voiced silence of his well stocked library. Entirely an American in feeling and affinity, he is little like the mass of his countrymen in his love of scholarly ease and abundant opportunity for contemplation, and his dislike of change, excitement and travel."

I may say in concluding this desultory sketch that A. P. Russell's books are obvious growths — results of many years study, observation, and reflection. Of his processes, little or nothing is known; indeed he has said, he hardly knows them himself. In assimilation he has been likened to Bayle, who had "the art of writing down his curious quotations with his own subtle ideas." In the analogical, there seems to be no limit to his range

and ability. It is only after a close study of his books that one can have any intelligent comprehension of their scope, and the universality of their application to life in every phase of experience, effort, and development. Few readers, capable of judging, stop to think how costly such books are to their authors. When standards are high, and every day growing more severe, achievement is difficult.

GEOGRAPHY AND HISTORY OF OHIO.

BY F. B. PEARSON.

An article somewhere, recently, tells of a man who had lived in the same place for many years, but had never found an Indian arrow-head. But one day he thought "arrow" and the word clung in his mind with the result that arrows became numerous in that locality and he very soon had a goodly collection. Similarly when the words "history" and "geography" become ingrained in the mind illustrative material soon abounds, and, on every side, we are regaled with facts of history and geography that kindly hands spread before us in festal array. We often regard this as a coincidence, but it is a strange fact that such coincidences come to those only who are interested. We become interested in a new word, and that very word seems to appear in every book and

paper we read. The vacation season afforded numerous illustrations of this fact, some of which seem worthy to be recorded as circumstantial evidence if not for their intrinsic value. At Marion mention had been made of the Ice Age, terminal moraine, glacial boulders, and kindred subjects when, all at once, the entire county became covered with evidences of these facts. Teachers took walks about the city and came back with accounts of valuable discoveries. Where excavation had been made for the Masonic Temple they discovered one of the great boulders which had wandered down from the North — and on the streets and in the fields they saw many of these that had escaped their notice before. At Cardington a map of Ohio had been

shown at the Institute on which were drawn many of the original boundary and other lines, and the same day a certain fence-post on one of the main streets awoke from a condition of dead wood to a condition of a vital factor in history. 'Twas a proud day for that fence-post. Supt. Wilson, who is most zealous in every good word and work, was the master of ceremonies, and while it was embarrassing to the post to be compelled to meet the gaze of an eager throng who had never before given it even a passing glance, yet it must have felt elated at the eloquent tribute paid it by Mr. Wilson. Whether it was a real halo or only a blush that overspread the features of that fence-post on that occasion we shall probably never know; but certain it is that all who were present will always remember the fact that through that post passes the Greenville Treaty Line.

* * *

The gentleman who lives next door is a very enterprising man who is engaged in trying to keep Ohio in the front rank. Among other things he is now building an electric road from Columbus to Springfield along the old National Road, and very soon all the spirits of the past that now lurk beneath those old bridges, that hover about those old hallowed mile-stones, and that hum their never ceasing songs within their shrines in those old telegraph poles—all these must

vanish before the on-rushing electric car. Now all this suggests a time when this National Road was an object of national pride in that it was the great highway of commerce from east to west.

Now this next-door neighbor must not be held responsible for every act of his next-door neighbor, but when we come to understand the intricacies of psychology we shall probably discover that he had more or less to do with the air of importance with which this paragraph from the "Hesperian" of November, 1838, came into view:

"An Ohio road is a thing well known and sincerely abhorred by all its acquaintances. Our highways still furnish a standing subject for the outré comparisons of the wag, and boundless occupation for the most forcible oaths of the traveler and the stage-driver. Even in the sober halls of legislation they have not escaped. It is related of our own Assembly that a member made the application of the thousandth road company, for an incorporation, the occasion to insert a condition that its road should not exceed *forty feet in depth*, on pain of forfeiture."

Again, Urbana furnished not a few suggestions in the same line. It will be discovered, ere long, that this little city is the home of one of the most diligent students of Ohio history in the state and before another vacation season comes around our Buckeye boys will have

a story from his facile pen which will give them a clear notion of General St. Clair's campaigns in preparing the way for the high degree of civilization we now enjoy. This book is already in press and we boys, young and old, will hail with delight the day of its publication. The author, Rev. Charles S. Wood, has so many qualities of head and heart that fit him for just this sort of work that it need occasion no surprise if his forthcoming story for boys springs into immediate and universal popularity. Urbana has still another man of rare attainments in the person of Prof. John Williams, Dean of Urbana University, whose interest in archæology accounts for a collection of specimens in the college that is worth a long trip to see. And, still again, Urbana suggested Brigadier General Hull and his surrender at Detroit in the war of 1812, and a perusal of the account of his trial followed as a natural if not an inevitable sequence.

It will be recalled that General Hull was tried on the three charges of Treason, Cowardice, and Neglect of Duty and Un-Officer-Like Conduct, with numerous specifications. The first and second charges had reference to his conduct of affairs at Detroit, but the third had to do, in part, with his conduct of affairs while encamped at Urbana.

Among the documents presented at this trial, which was begun at Albany, January 3, 1814, was a let-

ter dated Dayton, 23d May, 1812, and letters dated Urbana, 9th, 11th, 12th, 13th, 17th June, 1812. Another letter was dated Staunton, 3d June, 1812. Hence this place Staunton must be somewhere between Dayton and Urbana. It is interesting to note that the special Judge Advocate at this trial was the Hon. Martin Vanburen (sans revised spelling). It was sought to prove that General Hull neglected his duty in not reviewing and drilling his troops, and Urbana figures rather prominently in the testimony relating to this charge. General Hull conducted his own defense and one of the questions he asked of General Lewis Cass on cross-examination was "Was it not a wilderness through which the army had to march?" to which General Cass replied: "From about fourteen miles north of Urbana to Miami it was." As to a mutiny of the troops at Urbana the following statement was made by Colonel Miller on cross-examination by General Hull: "When the troops were to march from Urbana, I was requested by an express to send a company of the Fourth regiment to compel some men of the Ohio volunteers to march. They laid down their arms and refused to march."

One of the other exhibits was a letter presented by Willis Gilliman, who said he lived in the same township with General Cass (Zanesville, Ohio), [Zanesville seems to have been a township at that time]

and corresponded with General Cass during the campaign. The letter was sent from Urbana and dated about the time General Hull took command of the army. It stated "General Hull has taken command of the army, and I am sorry to say to you that, instead of having an able, energetic commander, we have a weak old man." So much by way of showing how associations cluster about a place. Now the *denouement* of this trial for its own sake! "The court in consequence of their determination respecting the second and third charges and the specifications under these charges, exhibited against the said Brigadier General William Hull—and after due consideration do sentence him to be shot to death, two-thirds of the court concurring in the sentence.

The court, in consideration of Brigadier General Hull's revolutionary services, and his advanced age, earnestly recommend him to the mercy of the President of the United States."

April 25, 1814—The sentence of the court is approved and the execution of it remitted.

Signed

JAMES MADISON.

By directions of the court martial the president gave the following directions to General Hull.

ALBANY, March 28, 1814.

Sir—You will please to return to your usual place of residence in Massachusetts, and there continue until you shall receive orders from the President of the United States.

Your humble servant,
(Signed). H. DEARBORN,

President of the Court.
Brig. Gen. William Hull.

One more paragraph from General Hull's speech in his own defence:

Gentlemen, my life is in your hands—but you are the guardians of what is more dear to me, you are guardians of my honbr. With you, in sacred deposit, is that sword, which has been my companion in times that might have appalled the weak-hearted. It has been taken from me till you shall pronounce that I am *not* unworthy to wear it. I feel that in justice I may demand it of you, and when I shall receive it at your hands, believe that here is yet enough of heart and life, and in this arm is yet nerve enough to draw it in vindication of my country's rights.

O. T. R. C. DEPARTMENT.

SKYWARD.

By J. J. Burns.

"Since eyes were made for seeing."

— Emerson.

As one of the Nature books for the year, though the author would probably don a sarcastic smile if he should ever learn the microscopic fact that I have so classed it, is "A Study of the Sky," the present will be a good time to have a series of current notes along the margin of this department, or they may grow into articles, looking in the same general direction.

A week ago in passing *currente oculo*, over the columns — one of the finest looking schoolmasters of southern Ohio always calls them "colyumes" — of our evening paper, I read a paragraph from one of these earthly prophets who are away up in the weather. Its burden was that many persons charge the horrid, torrid heat of this summer to the account of Jupiter and Saturn, two of our earth's big sisters — no, brother-planets. In the books you can learn of their sizes, their moons, rings, their distances from the sun and from the earth. The object of this note is to try to induce the Circle folk to look up these gigantic relations. Painfully frequent is it true in our reading that when we come to a period, our thinking, like the sentence, comes to "a full stop," and the sole har-

vest is a few more useful — or useless — facts in the memory.

In this instance of the newspaper paragraph, I would urge actual "look up," look out, not a look into the books yet.

Things celestial will change before this writing sees the light of day in print — this is early morning, Aug. 3 — but those who care to follow can shift the planets to suit the lapse of time. I propose that this evening just after sunset we consider the western heaven, look into the rosy and golden half o' the sky.

That throbbing light ten or more degrees above the horizon is not a star but the beautiful planet Venus. It does not favor us long at a time; let us watch it from evening to evening and see what we shall see. Turn your back to it now. There are other "evening stars" tonight. Their immense orbits are far outside our Earth's, and they may be evening stars in the east or south. Venus could not, you know. There they are, between south and east. As you look at them, Jupiter is to the right of Saturn and but a few degrees, say eight, away. A few nights ago the moon at this hour was not far above the center of a line joining the two planets. She was more than half full, and was giving the earth much light, and some heat, because seen from the

earth, she was nearly opposite the sun, and much of her earthly side was in the sun's full glare. She will be around there again before the institute campaign is lost and won. My point now is this. The planets, though the naked eye does not reveal the fact, are nearly full too, and for the same reason. Their grand luminous halves are mainly turned toward us. Does this, can this, have any sensible relation to the burning up of my poor melon vines? It is not proved. But the planets are things of beauty. Let us make their better acquaintance.

August 25. My easy guess and the page just turned has come true, full circle. The instructors are still upon us, and, last night, Luna "took up the wondrous tale" in Jupiter's sphere of influence and effluence.

In watching these planets and enjoying their silent sail over the ocean "hung on high, bespangled with those isles of light, so wildly spiritually bright," one may select as buoys the stars that form a fair-shaped dipper right below the planets, and being in the Milky Way this constellation is called the "Milk Dipper." A line passing the left star of the upper edge of the bowl and the right star of the lower edge, thus being a diagonal, continued, passes through, or very close to, Saturn. A line from Jupiter to the lowest of these, crosses the Dipper's handle so obliquely as to be very near to the two stars which mark its ends.

We know that these relative positions can not long continue as they are. The game is to note the changes. Keep your eye on Jupiter.

It is again eight P. M. and having taken our mental picture of that brilliant gathering, turn we our eyes farther to the south. They fall upon a fine yellow star of the first magnitude. There are about twenty of these in the whole sky, and this is Antares, the *Alpha* of Scorpio. About two-thirds of the way from Scorpio to the Big Dipper is grand *Arcturus*, proud that he named in Holy Writ should be. Look as nearly directly overhead as gravity and cervical safety will allow and there is the Harp, a pretty union 'of parallelogram and triangle. Its *Alpha* is another of the twenty, and Vega is its name. We must try to come to know as many of that glorious aristocracy as show themselves in our sky. Why do not they all do so sometime in the year, since the Earth rotates and revolves? A suggestive question. Five others, in the eastern sky, were visible from my bedroom window before dawn this morning.

A point of great interest in "the infinite meadows of heaven" is the North Pole, yet hosts of people never care to learn to locate it though this is readily done by detecting the star nearest to it, which, by reason of this proximity, is called the Pole Star. This star is named Polaris, on the map, and is spoken of in

literature as if it were at the very pole; for the eye, unaided, never reports that Polaris describes a minute circle, though he does, and that the center of that circle is the celestial pole. The eye takes the modest twinkle for the pole, and reversing a fine familiar simile, declares it has no fellow in the firmament, and is constant as Julius Cæsar; salutes it in the calm tones of Bryant:

Alone in thy cold skies
Thou keepst thy old unmoving station yet.

In case a person wants to make sure of the North Star let him take himself from houses and trees, and, as nearly as he can, have the North in his eye. He may know that this fence or that road runs north and south. Now there, nearly half way to the zenith, is a star in a space where stars are scarce, not of the first magnitude by any means, but much in size above the smallest visible to the bare eye.

If he should take his observation from the open field in which I stood star-staring last evening, close by the northern boundary of Tennessee, that star will be about 36 degrees above the horizon; if from Columbus, O., 40 degrees: if from my garden on the Maumee, 41 degrees, varying, as you see, with the looker's latitude. Seek a quiet corner and explain that to yourself. You can do it, and it is worth while.

If the hour is eight to nine, as you face the North the Big Dipper

will beg your attention thirty degrees around to your left, and Cassiopeia's Chair, a much jolted-out-of-shape capital W, will do the same upon your right. The bowl of the Little Dipper has passed your meridian, and is swaying down its western curve, but making true circles, for the end of its handle is the star of our present devotion. In its restful quality it is itself alone.

The Big Dipper, *alias Ursa Major*, *alias* Charles's Wain, will swing down in a few hours to a right side up position above the horizon but no star will go below for none is forty degrees from the pole if you are in Ohio, Kentucky, or Tennessee.

Spencer, in his *Faerie Queene*, speaking of a certain hour of the night, wrote:

"By this the Northern Wagoner
 had set
His seven-fold team behind that
 steadfast star
Which was in ocean wave yet never
 wet."

The word "behind" is the one pleading for interpretation. Below? I am not in the affirmative mood.

Mr. Curtis, the exceedingly versatile correspondent of the *Chicago Times-Herald*, who introduced us two years ago to a number of our foreign relations, has made a startling discovery. He is in Norway, and visiting Tromsø, wrote to his paper a delightful description of

life and living there. I quote: "It is midnight at Tromsø for *seven* months, noonday for three months, and twilight the rest of the time." Sunset Cox, the Buckeye Abroad, went north to the Arctic Circle, and at some inhabited arc thereof the people told him that the sun had a confirmed habit of going below the horizon in September and staying out of sight six months. "I'll believe both; And what does else want credit, come to me, And I'll be sworn 'tis true."

And the easy door of our credulity now stands wide open to a belief in Mara L. Pratt's impossible Celestial Clock in her story of the stars, which requires for its working a flat and unrevolving earth, yet works, she says.

Wise, naughty old Montaigne must have been in my present fleeting frame of mind when he wrote: "If I do not find in the place to which I go what was reported to me, as it often falls out, I never complain of losing my labor: I have at least informed myself that what they told me was not there."

SIDE RELATIONS OF OHIO TO THE UNION.

By Edwin Erle Sparks.

(NOTE — The page numbers in this article refer to the "Expansion of the American People," one of the books adopted by the Ohio Teachers' Reading Circle.)

The state of Ohio is most advantageously situated for a consideration of her history as a part of the

making of the Union through the general westward movement of the American people (pp. 104 to 158). It is impossible to make a thorough study of the national domain, the public land questions, government protection of settlers, or internal improvements, without giving a large share of attention to a consideration of the territory which now forms the state of Ohio. The results of this geographical situation are usually overlooked. The close relations of the state to the Union are commonly attributed to the predominance of the Ohio man in national politics and his well-known predilection for office-holding.

So generally is this done that the reading public criticises giving even the space justly due to the state in forming a proper perspective of national history as made up of local history. Partisans of other states cannot understand why Ohio should be so prominent and accuse an author of partiality or of magnifying Ohio at the expense of the other states.

Comparison between states or sections is neither rare nor modern. For many years during the anti-slavery contest, descendants of early settlers south of the Ohio were accustomed to compare the courage of their ancestors who penetrated the Alleghanies (pp. 104 to 158) and founded the states of Tennessee and Kentucky without government protection, with the courage of the pioneers on the north of

the river, who founded settlements under the protection of the United States forts and troops. Of course the contrast was unfavorable to the latter. The primary reason for these different conditions was not due to any desire to test courage, but to conditions of time and geography under which the settlements were made. A demonstration of this statement may illustrate why Ohio history is pre-eminent in its national relations over that of the states mentioned above.

It is true that the United States gave small protection to the early settlers in the first two trans-Alleghanian states since they were at the time of their settlement outlying provinces of Virginia and Kentucky and neither under the control nor the protection of the national government. The treaties of Fort Stanwix and of Lochabar which freed the region from molestation by the Indians were made long before the national government had come into existence. Lord Dunmore's war which completed the work of the treaties was undertaken at the expense of the colony of Virginia.

On the other hand, when settlers attempted to go into the territory north of the river and were opposed by the Indian occupants, the land on which they were trying to settle belonged to the national government (p. 84) and had to be protected by it. It may be said that the land south of the river also be-

longed to the general government but the transfer was not made until 1790, when both Kentucky and Tennessee were fully settled and almost ready for statehood. Also the United States had no material interest in the land on the south. It had long since been sold. But the land lying to the north and west of the Ohio, the beginnings of the public domain, it was hoped would yield a large sum toward paying off the debt of \$150,000,000 incurred in the Revolutionary War. If the land was to be sold and to realize these high hopes, purchasers must be protected. The unwillingness of the Indians to see the white men encroaching upon what they considered to be their property occasioned the Indian campaigns which resulted in the defeat of St. Clair and the victory of Wayne, and gave a further prominence to the presence of troops in that section. Thus in 1794, there were 219 regular troops south of the Ohio in forts and 398 north of the river on garrison duty. The number in the north was usually much larger but had been decreased to make up the 2,645 men whom Wayne had in his army at that time.

For these reasons the land lying north of the river now occupied by Ohio was the scene of the first sales of public lands, the beginnings of the land surveys and system (p. 107), and of the establishment of government forts for the protection of settlers. The practices and

customs so begun by the government have followed the people as they have moved across the continent. Ohio thus occupies a kind of eastern promontory of the public lands and was the scene of the initiation of all important measures connected with it.

A second reason why Ohio should occupy such a prominent place may be found in the river which almost encircles her on two sides. The Ohio river was the great highway to the west in early days (pp. 135 to 148). Western migration was cut off in the north by the swampy land and hostile Indians of western New York and on the south by the mountains of what is now West Virginia. Travel was thus compressed into a narrow space the entrance of which was Pittsburg, "the gateway of the west." As the travellers floated down the Ohio their attention was turned from the broken regions of West Virginia and eastern Kentucky on the south to the northern bank of the stream. By this contrast Ohio early gained a reputation for tillable land, productiveness of soil, and general attractiveness of surroundings.

Travellers were invited by nature to leave the river and seek homes in the interior of the state. This was rendered easy by the great waterways. The Muskingum was navigable for row boats and canoes of those days so far north that only a short portage was necessary to

reach the Cuyahoga and thus to pass to the Great Lakes. Farther west the Great Miami offered passage with an easy portage to the Miami of the North — now called the Maumee. Between these two was the Scioto, together with other streams, much used in pioneer days but now dwindled into insignificant size through the destruction of the water-conserving forests and rendered beneath notice because of the competing railroads.

Still another reason for dwelling on the importance of the local history of Ohio and its share in the general government is found in the geographical position of the state with reference to the other states of the Union. New England people migrating to the west in the general movement of population would naturally hesitate to enter Canada although pushed far down by the Lakes. Nor would they go south of the Ohio river because of the forbidding topography of the country, unfavorable for travel. It is possible to think that one-third if not one-half of the migration which reached the Mississippi valley before 1850 passed through the state of Ohio.

This westward movement of population is proved by comparing in any census the residents of states who were born in other states. For instance in 1890, Ohio is shown as having contributed ten persons to Illinois for every one she received.

from that state in return. Illinois has given Iowa five for one. Topography on the north and south of Ohio should not make much difference and in truth Ohio has contributed about an equal number of people to Kentucky and to Michigan; but to Indiana on the west she has given five times as many as to either. Virginia has given Missouri forty-five thousand people and has received from her less than five hundred in return.

As showing the importance of Ohio as a gateway and the consequent ties which bind her to people living farther west it is necessary only to point to the railway trunk lines upon which travel east and west is accommodated. Of the nine great lines which start from St. Paul, Chicago or St. Louis to pass to the Atlantic coast, three pass through Canada in part, one goes south of the Ohio river, and five traverse the state of Ohio.

It is hoped that these few considerations of the part which Ohio has played in other scenes of national activity than office-holding will suggest others to the readers of the MONTHLY. Perhaps the desire for a thorough study of the question may result. No teacher who examines thoroughly the territorial, commercial, political, and industrial expansion of the American people across the continent and even beyond the seas can fail to see the important part played by the state of Ohio. And no teacher can avoid

the broadening influence of such a view. Hereafter the narrowing influence of state pride will be sunk in a pride of the whole as made up of parts.

THINKING IN IMAGES.

By N. C. Schaeffer.

Can the power to think in mental pictures of absent objects be cultivated? That people possess this power in varying degrees has been shown by conclusive evidence. That the power can be cultivated there is good reason for believing, although the proposition may not be as well established as many truths in the science of education. If the power of enjoying music and poetry may be lost as was Darwin's experience, and if the members of the Royal Society, through the habit of dealing with abstract and general truths, lost the power to picture to the mind's eye the breakfast table with the dishes that were upon it, and the people who sat around it, then it follows that suitable exercise is needed to keep from decay the mental powers and brain areas involved in recalling images of sight, hearing, taste, smell, touch, and movement. And if mental power in any direction results from judicious exercise, the teacher is doubly under obligation to give training in this direction so far as it can be done in connection with the regular exercises of the school room.

A lady in charge of a reading class, addressed her pupils, saying: "Today instead of reading from the books, let us take a walk. I see a field with sunshine and shadows upon it. In it stands a fine tree with birds upon the branches. How many of you see them?" Gradually the hands came up, indicating that the pupils were seeing with the mental eye what she had pictured in words. "I hear the birds sing; how many of you can hear them?" A smaller number of hands were raised, showing that more children think through the eye than through the ear. An occasional lesson of this sort will help to keep alive and perhaps to strengthen any talent which the pupils may have in the direction of forming mental pictures of absent objects.

The Standard series of Readers prescribes exercises for training this power in connection with poetry. Selections like Gray's *Elegy* and Miss Osgood's "Driving Home the Cows" are read while pupils close their eyes or even while with eyes wide open they think the images enshrined in verse. The effect upon a class is marvellous as all will testify after they have tried the plan. Is it surprising that this series has been going into the schools of one of our metropolitan cities at the rate of thousands of copies every week?

While a father and a mother were at Detroit, two of their children—little girls of seven and three years

of age respectively—went all through the house, hunting photographs and saying: "We have forgotten how Mamma looks." Is this not unconscious testimony to the fact that in early life when the mind loves to dwell on things addressing the senses, the power of thinking in images of absent objects, sounds, etc., is very imperfectly developed? It certainly contains a hint for the teacher of drawing. Instead of always asking the class to draw objects in sight, will it not be wise at times to grant a few minutes for close scrutiny and observation, and then to remove the object, compelling each pupil to draw from memory?

Who has not admired the teacher of music that asks the pupil first to think the sound and melody indicated on the musical staff and then to sing the same after this inner process has been completed? It would be great folly to require this in the first lessons, for the child must hear and utter sounds before memory images of the same can be recalled; but on the other hand, is it not equally great folly to omit this kind of exercise if perchance it helps to develop the power of thinking vividly the images of sound as given by the human voice or by a musical instrument?

A teacher of gymnastics instead of always showing by example the movements to be executed, may describe them in words, ask the class

to think the movement, and at a signal to execute it. The soldier is drilled to execute movements at the word of command. Military drill aims to make him a living machine for executing the will of the superior officers. Much drill in the school room sinks to the same level by eliminating the element of thought from actions that become habitual. It is of course right and proper to consign some things to the domain of habit in order that the mind may have the opportunity to fix its attention and concentrate its energies upon higher activities. But is it not a mistake to push the maxim, "We learn to do by doing," to the extreme in which thought and intelligence are eliminated from the exercise? This has been done to a very large extent in so far as thinking in images of movement lies at the basis of the regular school exercises. When the teachers meet in the reading circle, can they not devise various exercises designed to aid the pupils in acquiring the power to conceive and compare memory images of form, color, sound, odor, movement, and the like? To make exercises of this sort a fad or a hobby would of course result in the loss of valuable time and effort.

Thinking in things whether present or absent is not the highest type of thinking. Every teacher feels this even if it has not consciously entered into his pedagogy. In every elementary school the ideas of num-

ber are imparted by the use of objects. Gradually the objects are removed and the pupils compare the collections of objects by memory images. But in adding a column of figures or working a long problem in multiplication the pupil is expected to think in figures without conceiving the collections of things which the figures indicate. When the learner sees 6×7 , he is not expected to picture to himself six heaps of seven jackstraws and then four bundles of ten straws with two stray units along side of the bundles of tens. As soon as he sees the symbols 6×7 , his mind should image 42 without reference to the objects which the symbols denote. The power of thinking in symbols ranks far above the power of thinking in things. According to the younger Fichte intellectual education is the process of unsensing the mind, that is, of enabling it to think in abstract and general ideas. The transition from thinking in things to thinking in symbols, the step from thinking things to thinking their relations, the process of unsensing the mind—these are legitimate topics for discussion in the reading circle, topics about which teachers must have knowledge that is of little or no consequence to other people. And it will not be amiss if the superintendent occasionally draws their attention to instances in which he has noticed fingers moving behind the backs of the pupils, showing that they are

still counting fingers, thinking them in images of the eye, while the teacher is laboring under the delusion that the children are thinking in symbols and gradually rising to the plane on which the mind thinks the relations that lie at the basis of the sciences.

SUGGESTIVE QUESTIONS ON "THINKING AND LEARNING TO THINK."

CHAPTER III.

1. What was the hotel man's criticism of teachers? Is it just?
2. Explain the tendency of the child to learn words rather than to think the thoughts expressed by the words.
3. State the author's views regarding spelling. Do you agree with him?
4. What is meant by "fundamental ideas?"
5. Give your idea of the proper use of text-books and apparatus.
6. Do you agree with the author that "the worst forms of teaching are found in our higher institutions of learning?" If so, how do you account for it?
7. What value does the author attach to linguistic studies? Do you agree with him?
8. In what does the value of pure mathematics lie?
9. Discuss the quotations given from S. S. Greene and Dr. J. P. Gordy.
10. What reform was instituted by Pestalozzi?
11. With what does thinking

begin? What is the best thought-material?

12. What do you understand by laboratory and library method?

13. Name the chief characteristic of all great thinkers.

CHAPTER IV.

1. In what respect is the head like a walled city?

2. What does the author mean by the phrase, "building concepts?" Illustrate.

3. Define percept and concept.

4. Why is the cultivation of the habit of observation important?

5. Discuss the maxim, "First things, then words," from the standpoint of both primary and more advanced instruction. Give the main essential in good instruction.

6. To what senses can the teacher appeal in presenting integers, fractions, decimals, etc.?

7. What are basal concepts? How are they formed? How teach concepts of distance, size of cities, shape of earth, etc.?

8. State the author's opinion of the value of analysis. Illustrate.

9. Discuss the value of a study of the Languages, Science, History, etc.

10. How do different minds act in gathering thought-material? What practical lesson in this for the teacher?

11. What is the author's opinion regarding electives? Your own?

**SUGGESTIVE QUESTIONS ON "THE
EXPANSION OF THE AMERICAN
PEOPLE."**

PREFACE AND INTRODUCTION.

1. What were the Intention and Purpose of the author in the preparation of this volume?

2. What are the principal, determining factors in the expansion of any Nation? Illustrate in the United States.

3. What relation does trade bear to civilization?

CHAPTER I.

1. Describe the conditions existing in Europe in the fifteenth century.

2. What were the Crusades? How have they influenced the history of the world?

CHAPTER II.

1. What was the chief motive of Columbus in making his voyages?

2. Name the other leading explorers of his time and describe their work.

3. Outline the history of Spain from that time to the present. What lesson does it teach?

CHAPTER III.

1. What peoples settled in the English colonies in the first century of their existence? What was their purpose in coming to America?

2. Trace the results of this intermingling of different nationalities in the United States?

**SUGGESTIVE QUESTIONS ON "THE
FRENCH REVOLUTION."**

PREFACE.

1. What is said of the years preceding the appearance of Napoleon Bonaparte?

2. Has any permanent good resulted from the political theories tried at that time?

3. Enumerate the causes of the Revolution.

CHAPTER I.

1. What was the general belief regarding the prospects of the reign of Louis XVI?

2. Trace the growth of the royal power in France. Illustrate the complete centralization of power.

3. Describe Paris in the eighteenth century.

4. How do you account for the absence of popular leaders in France at that time?

CHAPTER II

1. How was the Old Régime characterized? Of what was it the outcome?

2. Classify Frenchmen of that period and describe each class.

3. How were taxes levied? What was the "salt tax?"

4. Describe the hunting privileges granted to the nobility.

5. What was the "Third Estate?"

6. How was the army of France organized at that time?

SUGGESTIVE QUESTIONS ON "ORGANIC EDUCATION."**CHAPTER III — THE ORGANIC CURRICULUM.**

1. Do you agree with the author's statement regarding the present status of popular thought in America upon matters educational?

2. Who is the author of the statement — "Education is not preparation for life: it is life?" What does this statement mean?

3. What is meant by "the whole individual," "the social individual," "the individual as a specialized or focussed functioning of society," "society as the whole functioning of the individual," etc.?

4. What objections to the ex-

tension of the course of study are anticipated and how are they met? What is your own opinion of this question?

5. What is meant by the "gorging process" referred to by the author?

6. What is your opinion as to the advisability of entirely discarding the regular readers for selections in prose and poetry?

7. What advantage in ethical training is claimed for the plan?

8. What equipment on the part of the teacher does the plan necessitate?

9. What is meant by "Dominant Interest?"

HELPS, HINTS, AND SUGGESTIONS.

PRIMARY WORK IN GEOGRAPHY.

No. 1.

By Margaret W. Sutherland.

The one subject that can be made interesting to all children, it seems to me, is geography. Arithmetic attracts many and might be made profitably interesting to many more by wise teaching; but, contrary to the fashionably prevalent idea in some so-called scientific circles that there is nothing in heredity, I believe there are children of parents with little inclination towards arithmetic, born so destitute of what may be called the mathematical sense that the most careful culture will produce but poor fruit.

Still more do I believe that although all normal children may acquire some facility in the art of speech, there is an unconquerable aversion in the minds of some towards the abstractions of grammar. There is a highly analytic mind which delights in it; but it is not found in the child who has generations back of him having little call to deal in anything but the concrete.

But the study of the earth about him and the imagining of the great, wonderful world of which he hears marvelous things, tempt his interest very strongly. So that where geography is not enjoyed it has not been

properly taught. The mere memorizing of dead words is distasteful to any child who wishes to deal with living things.

In undertaking to write even of the work preliminary to the taking up of the text-book and of the proper use of primary geographies, I must begin with the reasons for the study of geography; because even if it is a trite saying that we must know the end to be attained before we can know the means to be used, the principle is too often forgotten in practical work in the school room.

Miss Mason says that we study geography for mental discipline, for useful information, and for its culture value. When properly taught it exercises first of all the child's perceptive powers. Then his reproductive imagination because he must see with his mind's eye when his physical vision is restricted by the four walls of his school room. Later when from the village or town that he has seen, he pictures the great city that he has never seen there is a valuable exercise of the creative imagination. When the teacher is developing the idea of an island, leading to the definitions of any terms in geography, by comparison of things she is leading to the abstraction of the common qualities, and to generalizing or forming of a concept. When the enthusiastic boy begins seeking for the whys of things about him, he is taking his first steps in geograph-

ical reasoning, and is getting ready for the physical geography that is now found in all our newest and best common school geographies. It is easily seen, then, that geography wisely taught gives a very healthful kind of mental discipline.

There is scarcely any need to show to Ohio teachers in these days when Ohio men are found all over the United States, and New York and San Francisco have Ohio societies (not to speak of several intermediate ones) that geography gives much information that is useful to the ordinary citizen. It is of great practical value to know the products of different parts of our country, to know of the best places for manufacturing the raw material, and where there is a safe and ready market for what has been produced or manufactured. But there is a knowledge of this subject which belongs more especially to the realm of general culture.

It is that familiarity with places rich in historical and literary associations that makes us understand and enjoy either the conversation of the man who has traveled much or the book that speaks of Washington, Boston, New York, London, Paris, Berlin — names that give pleasure even in their enumeration.

When and how shall we begin the study of geography? Comenius says: "The elements of geography will be during the course of the first year and thence forward, when children begin to distinguish between

their cradles and their mother's bosom." In our own day, Dr. Redway says that the child learns more in his early rambles out doors before he comes into the school room than he learns in any period of equal length afterwards; but Dr. Redway adds that this undirected energy of the child out doors should be supplemented by careful questions and suggestions of the teacher when he comes into the school room. Colonel Francis Parker says: "There is no bit of the earth's surface that is not full of the deepest interest to every child if the true teacher is there to supplement the questions of nature." Currie writes: "The object of the earliest instruction in geography is to acquaint the pupil with the elements of geographical description; by directing his attention to the features of the landscape around him, and putting him in possession of the terms by which these are denoted."

It is clear to us, I think, that most writers on the subject of the teaching of geography would have us begin with just what is around us. No lessons that might be planned then would be adapted to all schools. The teacher that teaches in a country school house in a valley with a river running through it has no doubt the best opportunity for beginning the study of geographical features, but he will have to come with his pupils to the nearest village or town, and lead to the idea of the city eventually; while the

teacher of the school in the city must if possible take the children under his care to the country, to the hillside, to the running stream. All have the sky with its changing clouds, the wind and the weather, and the varied season for study.

Let us imagine ourselves calling the little ones around us for a talk about the river that they have seen from their earliest days. These perhaps are some of the questions we should ask: How many have seen the river today? How did its water look? Does it always look the same? When have you noticed it clear? When has it been muddy? Is the river deep? Do you know what it is said to be when it is not deep? (If the term "shallow" is not known step to the board and write it using proper diacritical marks, so that the children can make it out for themselves.) How does it flow? Now tell me all that has been said of the river today. Very good. Tomorrow we shall talk of the channel of the river. How many know already what I mean by that? Do not tell me now and let us see if all will know by tomorrow.

On the next day begin by having the class describe the river as fully as was done on the previous day. Then ask them to tell you what is meant by the channel of the river. Develop the meaning of the terms "level" and "sloping" by representing with clay if they are not known. This would be better here than

drawing. Then ask what things they can see around that are level, what sloping. Is the channel of the river level or sloping? What is this word? (Step to the board and write "narrow.") How many can name something that is narrow? Name some land that you see around that makes a narrow strip. Some places where the road is broad. Is the channel of the river narrow or broad? Now tell me in one sentence what you know about the channel of the river. Have you ever looked so closely at its banks that you can tell me about them?

Some pupil answers that they are steep; another that they are rocky. These simple descriptions of the river are probably all that should be sought from the pupils at this time.

In the second year of school life something may well be taught about the source of rivers, about the difference in the rapidity of the flow of the river at different parts of its course, where the supply of river water comes from.

Very interesting lessons may also be made on the uses of rivers.

In the third year, before a text-book is used, I should lead the children to the following statements, which are skilfully developed in Tarr and McMurry's *First Book of Geography*: "Rivers supply water where needed, and remove it when not wanted;" "Rivers also supply water-power for manufacturing;" "Rivers are also of value for navigation."

In the fourth year getting ready for the text-book I should develop the idea of the river basin and the river system. Much assistance for the teacher in this more advanced study of the river in the primary school may be gotten from Frye's *Brooks and Brook Basins*. The truth is with Parker, Frye, Redway, McMurry, and others to give us valuable assistance in the teaching of geography, we are better off in this subject than in other of the common school branches. Further articles in the *MONTHLY* will give a few more suggestions for work in primary geography.

REFLECTIONS OF A SCHOOLBOY.

By Maud Miller.

[The following poem by a pupil of the Randolph Township, Montgomery County, high school will be read with interest by both the "Schoolboy" and his teachers.—
EDITOR.]

It's bin a jolly summer,
Fer boys 'at's runnin' free,
An' I pity little city chaps,
About the size o' me;
I'd hate to have no trees to climb,
No ditches to wade through,
An' when the sun is shinin' bright,
I would n't know what ter do;
But now the Autumn days has
come,
An' Winter'll soon be here;
It seems as though vacation time,
Went whizzin' by this year.
An' now I hear the ol' school-bell
A ringin' out jest so,

Sez 'at school 's commenced agin,
 An' we had better go.
 I wonder where my speller is,
 An' that ol' 'rithmetic;
 I'll have to git my mother
 To hunt 'em up right quick.
 It sort o' gits a feller some
 To quit the swimmin' hole,
 An' lay away his ol' patched duds,
 His gun and fishin'-pole,
 To say good-bye to woods an'
 things,
 'At all the summer through
 Has furnished you with lots of fun,
 An' bin good friends to you.
 An' it's hard fer boys to bresh ther
 hair,
 An' keep ther faces clean,
 'At 's used to allus runnin' wild,
 An' tumblin' on the green.
 But we can't stop the ol' school-
 bell
 It aint no use to try,
 An' I guess it's jest about as well,
 Fer I would hate to die
 An' never know my A, B, C,
 Er how to read er write,
 Why, I might have to be a tramp
 An' sleep out doors all night!
 So then I guess I'll study lots,
 An' work as good 's I can,
 An' mebbly I'll be president,
 When I git growed a man.

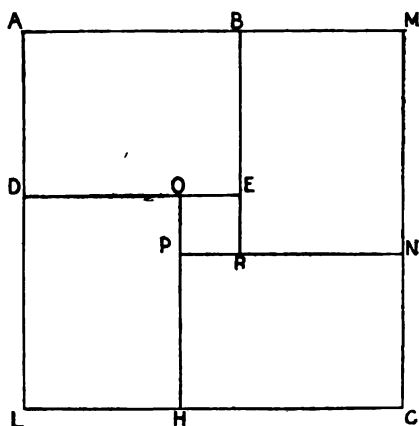
ARITHMETIC.

By Ed. M. Mills.

1. It requires 294 rods of fencing to enclose a rectangular field containing 33.075 acres. Find its length and breadth.

SOLUTION.

Let ABED represent the field. Then suppose four such fields to be arranged as shown in the diagram, placing the short side of one against the long side of another, forming the large square AMCL containing the small square POER. Since the perimeter of the field is 294 rods, its length plus its breadth



must be equal to $\frac{1}{2}$ of 294 rods, or 147 rods. Then MC which is the length plus the breadth = 147 rods.

\therefore Area of square AMCL = $147^2 = 21609$ square rods. The area of the four rectangles shown in the diagram is equal to 4×33.075 acres = 132.3 acres, or 21168 square rods. Hence the area of square POER must be equal to 21609 square rods — 21168 square rods, or 441 square rods, $ER = \sqrt{441} = 21$ rods. Now it will be

easily seen that $NC = \frac{147 - 21}{2} = 63$ rods; but $NC = BE$, the

breadth of the field. Then $AB = 147 - 63 = 84$ rods, the length of the field.

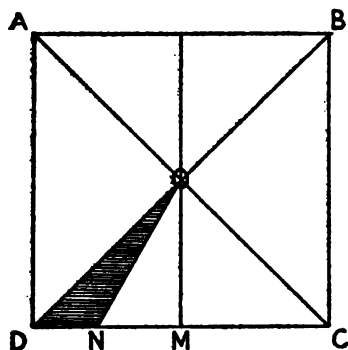
63 rods = breadth, and

84 rods = length.

2. How many acres are there in a square field containing as many acres as there are boards enclosing it, if the boards are 11 feet long, and the fence 4 boards high?

SOLUTION.

Let ABCD represent the square field in question. Draw diagonals



AC and BD intersecting at O. The field will thus be divided into four triangles whose vertices meet at O, and whose altitudes are all *equal*; and OM, one of these altitudes, will readily be seen to be equal to *half* the side of the field. Suppose that each of the four large triangles be divided into *small* triangles whose vertices meet at O, and the sum of whose bases make up the perimeter of the field. When the *bases* of these small triangles are all fenced, the field will be fenced; and if each triangle has as many acres in its area as it has boards in the fence along its base, the requirements of

the problem will be fulfilled. Let DON be one of these small triangles, and to obtain *even* panels along its base, let $DN = 2$ rods, or 33 feet. This will give three panels of fence along DN; and since the fence is to be four boards high, there will be 12 boards in the fence along DN. Now, if the conditions of the problem be complied with, *each small triangle must have as many acres in its area as there are boards in the fence along its base*. Then the area of triangle DON must be 12 acres, or 1920 square rods. Now, the altitude of a plane triangle may be found by dividing *twice* its area by its base, which would give us, in this instance,

$$\frac{1920 \times 2}{2} = 1920 \text{ rods.}$$

\therefore The altitude of triangle DON, or $OM = 1920$ rods. Hence

the required area = $\frac{3840^2}{160} = 92160$ acres, since the side of the field is 2×1920 rods, or 3840 rods.

3. A banker owns $2\frac{1}{2}\%$ stocks, at 10% below par, and 3% stocks, at 15% below par. The income from the former is $66\frac{2}{3}\%$ more than from the latter, and the investment in the latter is \$11,400 less than in the former; required the whole investment and the income.

SOLUTION.

Each \$1 of the first stock cost 90c. and yields $2\frac{1}{2}\%$; therefore the

income is $\frac{2\frac{1}{2}}{90}$ or $\frac{1}{36}$ of the investment. Also, each \$1 of the second stock costs 85c. and yields 3c.; therefore the income is $\frac{3}{85}$ of the investment. If the income from the former is $66\frac{2}{3}\%$ more than from the latter, then the income from the former is $\frac{5}{8}$ of the income from the latter; $\frac{5}{8}$ of $\frac{3}{85}$, the latter income, $= \frac{1}{17}$, hence $\frac{3}{85}$ of the first investment $= \frac{1}{17}$ of the second investment; and $\frac{3}{85}$ of the first investment $= \frac{1}{17}$ of the second investment. $\frac{1}{17}$ = second investment; then $\frac{1}{17} - \frac{1}{17}$, or $\frac{1}{17}$ = the difference in investments; but \$11,400 = the difference in investments, therefore, $\frac{1}{17} = \$11,400$; $\frac{1}{17} = \frac{1}{17}$ of \$11,400, or \$600; and $\frac{1}{17} = 17 \times \600 , or \$10,200 = second investment. Also, $36 \times \$600$, or \$21,600 = first investment; \$10,200 + \$21,600 = \$31,800, total investment; $\frac{3}{85}$ of \$21,600 = \$600 = income on first stock, and $\frac{3}{85}$ of \$10,200 = \$360 = income on second stock. \$600 + \$360 = \$960, the total income. Therefore the total investment is \$31,800, and total income is \$960.

4. If I receive an annual dividend of 6% on Michigan Central Stock, which cost me but $37\frac{1}{2}$, what per cent of income do I receive on my investment?

SOLUTION.

$37\frac{1}{2}$ c. = the cost of \$1 of this stock, i. e. the investment necessary to buy \$1 of it; 6c. = income on this \$1. The question therefore is, what per cent of $37\frac{1}{2}$ c. is 6c.? 1%

of $37\frac{1}{2}$ c. is $\frac{6}{37\frac{1}{2}}$; 6c., the income, is as many per cent as $\frac{6}{37\frac{1}{2}}$ c. is contained times in 6c., or 16%.

5. What must be paid for 6% bonds to realize an income of 8%?

SOLUTION.

6c. = income on \$1 of these bonds. If the income is to be 8% of the investment, then 6c. must be 8% of the cost of \$1 of the bonds; 8% of the cost of \$1 = 6c.; 1% of the cost of \$1 = $\frac{1}{8}$ of 6c., or $\frac{3}{4}$ c.; and 100%, or the cost of \$1 = $100 \times \frac{3}{4}$ c., or 75c. Now, if \$1 of these bonds is bought for 75c., they are quoted in the market at 75%.

COUNTY EXAMINATION QUESTIONS.

[Each month examination questions from some county in the state will be published for the benefit of teachers who desire to know something of the character of the questions asked in the different counties or who desire to make use of such questions in their own study or teaching.]

Scioto County — Examiners, J. H. Finney, Lucasville; E. F. Evans, Bertha; C. D. Walden, Sciotoville.

THEORY AND PRACTICE.

1. Write at some length on the duties and responsibility of the teacher. 2. Name the O. T. R. C. books for the year 1901-1902. 3. Do you find it necessary to punish pupils? Why? 4. What place should be given to telling, or lecturing pupils? Why? 5. Should

there be elective studies in a common school course? Why? 6. Define education, teaching. Do we teach too much arithmetic? Why?

GEOGRAPHY.

Select six.

1. Trace a water route from Chicago to Constantinople. 2. What are cyclones? Give their motions and the cause of each. 3. Locate the forest regions of (1) Africa, (2) of North America. 4. Locate the trade wind belt. Does it change? If so, give cause and result. 5. Locate (1) four important canals of the world, (2) four wheat growing countries, (3) four rainless regions, (4) four wool growing countries. 6. From what directions do our storms usually come? Why? 7. How do the later text books on Geography differ from older ones? Name some books that would be helpful as supplementary reading for a geography class. 8. What and where are the following? Chautauqua, Port Said, Dresden, Celebes, Smyrna, Yucatan, Gila, St. Helena, Maracaibo, Valdaí Hills?

ARITHMETIC.

Full solutions required. No credits given for mere answers.

1. A floor is 30 feet long and 15 feet wide. How many square feet in the floor? Give the solution you should teach your pupils. 2. If it cost \$10 to plow and \$25 to fence a circular field 30 rods in diameter,

what would it cost to fence and plow a similar field whose diameter is 90 rods? 3. Bought eggs at 13 1-3 cents a dozen. Had I received 5 eggs fewer for the same money they would have cost 2-3 cents more per dozen. How many eggs were bought? 4. A planter sold 120 barrels of sugar, taking in payment a note at 108 days, which he discounted in bank the same day at 7%. The proceeds of the note were \$1,468.50. At what price per barrel did the sugar sell? 5. \$80 per acre was paid for a farm in the shape of a trapezium, whose sides were 104, 112, 78 and 66 rods, the second and fourth lying at right angles. Find the value of the farm. 6. A man can do a work in 8 days and a boy in 20 days. The man commences the work, and after working a certain time quits. The boy takes his place. The work is completed in 12 1/2 days from the time the man commenced. They received \$12 for the work. Divide it. 7. In a race John gives James 10 rods start, and then runs at three-fifths his usual rate, and is beaten 6 rods. If John had run at 1 1/2 times his usual rate, and James at three-fifths his usual rate for the same time, John would have beaten him by 50 rods. Find the length of the first course.

ENGLISH GRAMMAR.

Select six.

1. What is the value of the study of grammar? When and to what

extent should technical grammar be taught? 2. How does syntax deal with the words of the sentence? What are the two parts of syntax? Explain fully each part. 3. Define case. How many cases? Show by use of sentences how many ways a noun may be in the objective case. 4. What is the value of parsing? In what order would you teach the following: parsing, diagraming, analysis? Why? 5. Define complex sentence. Tell how to analyze a complex sentence. 6. Define notional words. Relational words. Which of the parts of speech are notional? Which relational? 7. Show the similarities and differences between the participle and gerund. 8. How do we learn to use good English?

U. S. HISTORY.

Select six.

1. How is the District of Columbia governed? How many amendments to the constitution? Give the substance of five of them. 2. What were the provisions of the Presidential Succession Bill? When passed? Why? Who would have become president had President Johnson been removed? Why? 3. Who was Rufus Putnam? John Fiske? Joseph Le Conte? James B. Eads? Wm. Kidd? Manasseh Cutler? Salmon P. Chase? George Rogers Clarke? 4. Write fully on Hamilton's Financial Plan, and his reasons for it. 5. What was the Ordinance of

1787, and why important? Give some of its provisions. 6. Write on the Trent affair. Why did it cause the United States some trouble? 7. Quote from at least four of the following: (1) Lincoln's Gettysburg speech, (2) America, (3) Old Ironsides, (4) Evangeline, (5) Crisis, (6) Declaration of Independence, (7) Barbara Frietchie, (8) Paul Revere's Ride. Give the author of each.

PHYSIOLOGY.

Select six

1. In how long a time is the body entirely renewed? What is the tripod of life? Why are men more subject to baldness than women? Of what use is the vermiform appendix? 2. What is life? What is sometimes called the third lung? What is an albino? Give the average duration of human life in this country, and tell whether it is increasing or decreasing; and why? 3. Define Scientific Temperance. What book on Physiology have you read most recently? How many recitations a week do you have in this branch? Define complexion. Of what use is anti-toxine? 4. Give Darwin's theory of evolution. Distinguish between insanity and idiocy. What is an epileptic? What is the allotted age of man? 5. How much of the body is water? Give the color, taste and smell of pure water. Are water, air, salt and alcohol foods? Distinguish between the words

contagious and *infectious*? 6. How would you cure a boil? corn? wart? Why does a drowned person rise to the surface of the water in a few days? What is a blonde? Give all the names by which the outer skin is known. 7. Why is damp warm weather more oppressive than dry warm weather? Why does damp cold weather seem colder than dry cold weather? Does drinking a cup of hot tea in warm weather make one colder or warmer? Why?

CURRENT HISTORY.

By F. B. Pearson.

THE event of the month which causes all others to dwindle into insignificance was the death of President McKinley. He was shot by Leon Czolgosz on the afternoon of September 6th and died at 2:15 a. m. September 14th. He was the twenty-fifth president and universally esteemed for his sterling manhood. History will accord him high rank not only because he was a martyr, but also because he was a just man.

* * *

THE report is current that Denmark has accepted the offer of \$4,280,000 made by our government for the Danish West Indies. The group consists of four islands, St. Thomas, St. Croix, St. John, and St. Eustatius, lying east and south-east of Porto Rico. St. Thomas is the most important be-

cause of its excellent harbor, St. Croix is the largest and most populous, and St. John is the smallest. The total area of the four islands is about 144 square miles.

* * *

ALPHONSO XIII the boy King of Spain was fifteen years of age on May 17th last, an age at which under the provisions of Spanish law he may assume the full rights of sovereignty. There is a report, however, that his mother Queen Christiana will continue to exercise the functions of sovereign for another year. The young king gives promise of becoming a good and wise ruler.

* * *

THE concluding sentences of President McKinley's speech at Buffalo on the day before his assassination became his farewell address to his own people and to the world and will live as the expression of a noble generous soul:

"Let us ever remember that our interest is in concord, not conflict; and that our real eminence rests in the victories of peace, not those of war. We hope that all who are represented here may be moved to higher and nobler effort for their own and the world's good and that out of this city may come not only greater commerce and trade for us all, but more essential than these, relations of mutual respect, confidence, and friendship which will deepen and endure. Our earnest

prayer is that God will graciously vouchsafe prosperity, happiness, and peace to all our neighbors and like blessings to all the peoples and powers of earth."

* * *

WHEN Emperor William came to the throne in 1898 Germany did not have a single first-class battleship but appropriations have since been made aggregating \$365,000,000 in carrying out the program which provides for 38 first-class battleships and 72 cruisers by the year 1916.

* * *

THE eagerness with which the Filipinos embrace the school privileges which have been offered them is a prophecy of higher civilization for the islands. Though it has been decided that all teaching shall be in English and no religious instruction will be given, there appears to be no diminution of interest: On the contrary the inhabitants are eager for schools on the American basis, and these schools will become to them the true exponent of American civilization.

* * *

THE resignation of Hon. Charles H. Allen, Governor of Porto Rico took effect September 1st. His

successor is Judge William H. Hunt, whom President McKinley appointed in July. The new governor is a native of New Orleans and was born November 5, 1857. His father, William Henry Hunt, was secretary of the navy under Garfield and Arthur, and later minister to Russia. Judge Hunt, after graduating at Yale, settled in Montana and was a member of the convention that drafted the constitution of the state in 1884. He was elected Judge of the district of Montana in 1889, and again in 1892, and Judge of the Supreme Court of the state in 1892.

* * *

IN the event of President Roosevelt's death the succession to the presidency would fall upon members of the cabinet in the following order: the secretary of state, the secretary of the treasury, the secretary of war, the attorney general, the postmaster general, the secretary of the navy, and the secretary of the interior. The department of agriculture was not created at the time of the passage of this law (1884) but Secretary Wilson would not in any event be eligible to the office as he was not born in this country.

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Indiana School Journal.....	Indianapolis, Ind.

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Kindergarten News.....	Springfield, Mass.
Michigan School Moderator.....	Lansing, Mich.
Midland Schools	Des Moines, Ia.
Missouri School Journal.....	Jefferson City, Mo.
Northwestern Journal of Education.....
.....	Lincoln, Neb.
Ohio Educational Monthly.....	Columbus, Ohio.
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School News and Practical Educator.....
.....	Taylorville, Ill.
Southern Educational Journal.....	Atlanta, Ga.
Southern Schools.....	Lexington, Ky.
Teachers' Institute.....	New York, N. Y.
Teachers' World	New York, N. Y.
Texas School Journal.....	Austin, Tex.
Western School Journal.....	Topeka, Kan.
Western Teacher.....	Milwaukee, Wis.
Wisconsin Journal of Education.....	Madison, Wis.

THE next State Examination will be held in Columbus, December 26-28, 1901. All communications regarding it should be addressed to W. H. Meck, Dayton, Ohio, clerk of board.

THE mission of the teacher is not so much to discover what the boy is good for as to discover what is good for the boy.

Most of the pupils who begin their work in the schools this year are quite as much in need of a sympathetic friend in connection with their new duties as they are of a teacher.

We are glad to state, at the close of another institute campaign, that the subscription list of the MONTHLY has been largely increased and we shall try to show our

appreciation of the cordial support given it on the part of our friends all over the state by doing everything in our power to make each number helpful to the teachers. To the regular subscribers who remain with us year after year, we desire to express our thanks for their continued confidence and support; to the many new subscribers who join the MONTHLY FAMILY for the first time this year, we extend a hearty welcome; and to those who, for different reasons, have discontinued the MONTHLY, but who in many instances have accompanied their request to discontinue with kind expressions of appreciation and good will, we say good-bye with gratitude for their support in the past and with the earnest wish that success may be theirs whether they remain in the ranks of the teachers or engage in some other work. In this connection we again remind our friends that the subscription price of the MONTHLY is now only \$1.00. Sample copies will be sent free to any one who wishes to make examination with a view to subscribing. September number will be mailed to any new subscribers who may desire to begin with that month on account of the O. T. R. C. Department.

It will be of interest to all our readers to learn that State Librarian C. B. Galbreath, who is doing so much for the schools of the state by means of the traveling libraries,

can supply the following books relating to Ohio upon application:

Abbott's History of the State of Ohio (illustrated), Alexander Black's Story of Ohio (illustrated), Historical Account of Bouquet's Expedition Against the Indians, Howe's Historical Collections, Howell's Stories of Ohio (illustrated), King's Ohio—First Fruits of the Ordinance of 1787, Laning's Growth and History of Ohio, McBride's Pioneer Biography, White-law Reid's Ohio in the War, Venable's Footprints of the Pioneers in the Ohio Valley, Venable's Tales from Ohio History.

AT Winona, Indiana, a short time since, there sat a man from Scotland whose right sleeve was empty. Some inquiry concerning the man, who is now somewhat celebrated, brought forth this incident of his boyhood: Upon going to school, as a lad, he made no mention, of course, to the teacher as to the loss of his arm. On the contrary he was quite sensitive in the matter and sought to conceal evidence of his misfortune. When he was called to recite he held the book in his left hand, whereupon the teacher said, "Please hold the book in your right hand." The sensitive boy tried to turn about that the teacher might see the empty sleeve, and then continued to recite. The teacher still did not see and demanded that he hold the book in his right hand, but the boy could

not muster up courage to tell him. A third time, in angry tones, he made the same demand when the boy held up the empty sleeve and said, "I hae nae right hand." The lesson of this incident is evident. Sometimes we insist upon pupils using a right hand when they have none. Tradition would tell us that every boy has a right hand, that he is like every other boy, but kindly good sense would dictate that we'd better find out if he has a right hand before insisting upon his using it.

THE County Fair Educational Exhibit is rapidly becoming an important educational factor in Ohio and promises to create a new interest in the success of County Fairs in general. Supt. S. Wilkin of Union City, Indiana, writes as follows regarding the exhibit in Darke County:

"Our educational exhibit at the county fair was a decided success. More work was entered for exhibition than we ventured to hope for and the character of the work was very gratifying. Entries were made in almost every division in all the classes and included every grade of school work from geometry and botany down to first year number work and language lessons. The exhibit was examined by thousands of people and was a revelation to most of them. Our teachers have gained many valuable lessons, and have had a chance to see their own work side by side with that of the fellow workers. Hundreds of school children had a like opportunity. Parents and board mem-

bers learned some things they could hardly have learned in any other way. Every school that made a display will have some new books to start a library or add to one already started. All premiums were paid in books, and are the property of the winning school."

We most heartily commend the work described by Supt. Wilkin which is no doubt very similar to that done in other counties in the state. Such exhibits are always helpful to pupils both in the preparation which precedes and the inspection which follows them. Boards of education and parents are always led to have a keener appreciation of both the difficulties and benefits of school work by observing its results and surely the teachers themselves must profit by the friendly competition which is connected with such an exhibit. We specially commend the plan of paying all premiums in books which become the property of the school. In this way all the pupils in the school necessarily have an interest and derive a benefit.

WE fear that in too many instances the old-fashioned school recess with all its happy games and joyful experiences no longer has an existence. In some instances the small size of the play ground has necessitated its abandonment and where such is the case we pity the teachers and sympathize with the children. In some places, however, the no-recess policy has been

adopted because of the mistaken notion that the moral welfare of the children and the general discipline of the school are both benefited thereby. With this policy we most heartily disagree. A reasonable amount of active exercise in the open air never hinders but always helps the moral and mental as well as the physical development of the child. We have never known a case of moral contagion to originate on a well regulated play ground. Plots to overthrow the authority of the teacher do not originate with the boys and girls who love play and who are given an opportunity to enjoy it in the proper way at the proper time. In addition to the benefits derived by the children from the outdoor recess, we may add, in this connection, that it is the teacher's great opportunity to become really acquainted with his pupils. Nothing so plainly indicates the real character of boys and girls—and we may add men and women, too—as their actions when engaged in warmly contested games. In such contests characteristics which never manifest themselves in the class room, are plainly shown and, to the observant teacher, become the key to the solution of many problems in discipline. Leadership on the playground is always an interesting study to a teacher who has real sympathy with human nature. Such a study would be a revelation to the teacher who never sees his

pupils outside of the class room and who imagines that there is but one contest going on in school and that for standing in class. Every playground has its leader or leaders whom the great majority are proud to follow and every really successful teacher knows who they are and derives great benefit from the knowledge. Such knowledge often helps to explain why the boy who did not stand very high in his class while in school sometimes achieves unexpected success in the world. Frequently it occurs that the leader in the recitation is also the leader in the games at recess and the teacher who knows this to be true will make good use of the fact in inspiring other pupils to do better work. In Pierre Loti's "The Story of a Child"—a beautifully written book which can be read with profit by all teachers—in describing a band of children with whom he played in the mountains, the author says: "I was always the undisputed chief of the band; Titi, the only one who ever revolted, was easily brought to terms; the children seemed to wish to please me in everything, and that made it very easy for me to manage them." The playground and the recess period show plainly who "the undisputed chiefs of the band" whom the "children seem to wish to please in everything," are, and fortunate is that school which has a teacher whose heart is warm enough to keep in sympathy with the life and

fun of the play ground. To the suggestion occasionally heard that the teacher who associates too intimately with his pupils and enters too heartily into an enjoyment of their games, is in danger of losing his dignity, we can only suggest in reply that any teacher who really holds that view should retire at once from the school room and, in some quiet corner of the world, alone and unobserved, devote his entire time to looking after his dignity which is certainly so small in quantity that, once lost, it can never be recovered.

**THE SCHOOL SYSTEM OF OHIO—
No. 2.**

It seems to have been the opinion of Congress originally that the grants of public lands would furnish sufficient means for the support of public schools without levying any tax upon the people for that purpose, but very soon after Ohio was admitted into the Union it became evident that the funds arising from the sale of these lands would furnish only a small part of the revenue necessary to secure to all the children of the state even the rudiments of an education. All who studied the question of public education at that time with intelligence and purpose realized very soon that these funds must be largely supplemented and that the only way to provide the necessary means to carry on free schools was to levy a tax upon the people with that object in view.

In these days when the public school system is so firmly imbedded in our government and is supported, as a rule, without complaint on the part of any one, it is difficult to understand the bitter opposition with which the first proposal to levy a small school tax was met. The occasional outburst of criticism which is still heard from some short-sighted individual who fails to see in the public school in his community anything except a bill of expense, is but a very faint echo of the general and persistent opposition which the early schools of Ohio encountered from the people.

For several years after the necessity of a school tax became evident, the main efforts of the friends of education were directed toward the development of a public sentiment in favor of free schools and their support by taxation. One of the most active and effective workers in this cause was Nathan Guilford of Cincinnati, who published an almanac in which he persistently advocated free schools for all the children of all the people. While this almanac was sold for a small price by agents, it was also furnished free in many instances, when it was thought that its circulation would aid in the work. As a result of the reading of this almanac and of an extensive correspondence carried on by Mr. Guilford and his friends in Cincinnati, such a sentiment among the people in favor of free schools was created that in

1821 the House of Representatives of the General Assembly of Ohio appointed a committee of five persons with instructions to make investigations and to report on the School Interests of the State.

Another friend of early education in Ohio should be named in this connection. We refer to Ephraim Cutler, whose father acted such an important part in securing the adoption of the great Ordinance of 1787 which made possible the settlement of the Northwest Territory from which our own state of Ohio was formed. It is largely due to his influence that the Constitution of Ohio contains the clause relating to "schools and the means of education." In 1819 he introduced into the Legislature a bill for regulating and supporting common schools. This bill passed the House but was defeated in the Senate.

The committee appointed by the House of Representatives in 1821 consisted of Caleb Atwater, Lloyd Talbot, James Shields, Roswell Mills and Josiah Barber. They were earnest, determined, discreet men who, after making a most careful examination of existing conditions; of the law passed in 1821 which provided for the erection of school districts, for the election of school committees, and for local taxation for school purposes; and also of the state legislation regarding school lands, decided to recommend to the legislature the adop-

tion of a joint resolution, "appointing seven commissioners, with instructions to devise a system of law for the support and regulation of Common Schools." To some persons this recommendation may seem to have been an easy way taken by the committee of five to relieve themselves of responsibility, but it was a wise move on their part. The people needed accurate information regarding existing conditions and this was no doubt one of the main objects of the committee of five in proposing the new committee. The people still believed in the original theory of Congress that the public lands ought to furnish all the revenue necessary for the maintenance of a public school system and the fact that this revenue was not sufficient must be made plain to the people before any real progress could be made. On January 30, 1822, the resolution to appoint the committee of seven passed the House by a unanimous vote and the next day similar action regarding it was taken by the Senate. Under this resolution, Caleb Atwater, Rev. John Collins, Rev. James Hoge, Nathan Guilford, Ephraim Cutler, Josiah Barber, and James Bell were appointed members of the committee. The number—seven—corresponded with the number of the different titles of School Lands which were as follows: Congress Lands, Ohio Company's Purchase, Refugee Lands, Western Reserve

Lands, Symme's Purchase, United States Military Lands, and Virginia Military Lands.

The records show that two of the committee—Nathan Guilford and James Bell—declined, for some reason not stated, to coöperate with the committee, leaving five who actively engaged in the work. The chairman of the committee, Caleb Atwater, was directed to prepare three pamphlets for distribution among the people in which the three following topics were discussed:

1. The actual condition of the school lands.
2. A bill proposing a system of school law.
3. The necessity and value of the system proposed.

These pamphlets were prepared in due time and had a wide circulation among the people upon whom they produced a strong impression. The system of school law proposed was based largely upon the system existing in New York State at that time and while the plan outlined provided for an economical and business-like management of the school lands, no provision was made for school funds other than those which might arise from their sale or lease.

The Legislature of 1823 was opposed to taking advanced ground on the question of public education and nothing was accomplished at that session; but the pamphlets issued by the committee and the correspondence and personal efforts of

the friends of free schools were slowly but surely doing their work among the people in arousing public sentiment in favor of a system of public education and the time was near at hand when Ohio would make liberal provision for the education of all her children. How the legislation which was to bring this about was enacted is an interesting story which we will try to tell in our next article.

(To be continued.)

THE HOME OF MY BOYHOOD.

I had been gone fifteen years. I felt a strong desire—it grew upon me—to revisit the scenes of my native village. As I approached it, a mile or more away, I saw the great elm trees. As I approached nearer, several Bobolinks, the sweet singing birds of Maine, lit upon the slender limbs of a tree close to me and began to sing as if to greet me. At the top of the hill, I looked down upon the old house in which I was born. Arriving, I gained admission by knocking at the front door. No one knew me. I asked permission of the lady of the house to look through the rooms.

I looked first into my bed-room at the top of the front stairs. There was an old rickety piano in one corner of the parlor. I sat down and played, "Oh, don't you remember sweet Alice, Ben Bolt." Nobody did remember her, indeed no-

body remembered me, so soon are we forgotten.

I went round through the orchard. We had names for many of the trees—there was mother's tree, Eliza's tree, Andrew's tree, and so on. Their trunks were standing, and that was all. In memory, I could smell the apples of the different trees.

I went up to the old well, where I used to draw water, where the "Old oaken bucket, the iron-bound bucket" used to hang in the well. The well was half filled up with earth and stones, and a new one had been dug nearer the house.

When we wanted a pail of very cool water, we went down to a spring some distance away. I went to this spring also, leaned over it, drank without using a cup. How delicious!

I enquired for George Gass, who roomed with me two years in our college career, but he was dead. He went out to Mexico as chaplain in our army under General Scott. He died in an insane asylum.

We all do fade as a leaf.

"Like leaves on trees the race of man is found.

Now green in youth, now withering on the ground."

I walked up the hill to Standly's house. Mr. Standly was one of my earliest teachers. He was not there. He had passed over to the other side of the sea.

I traveled over the farm in every

direction. • There used to be two very large granite boulders up in the sheep pasture. One was gone. It had been split, I was told, into slabs for underpinning a house on the opposite side of the street. The other boulder, about ten feet high, I climbed, as I had done many times in my boyhood, and looked out over the rocky fields.

In going to and coming from school I used to look up north and see the blue peak of Mt. Katahdin. It is the highest mountain in Maine.

Yes, it is a pleasure to remember, a real pleasure. I can remember the names of every young friend I had, from my earliest recollection to the time I turned my face to the West. I often take down from my library "The Pleasures of Memory," written by an English poet. I can repeat the most of it by heart. *How* we remember, no one knows; it is a mystery and will continue to be, till the clouds that hang about us here shall be driven away and the morning sun rises in glory.

ANDREW J. FREESE.

EDUCATIONAL NEWS.

—The increased membership of the O. T. R. C. indicates that teachers are realizing its immense value as a strictly professional course, and justifies the claims of its supporters.

This course does not pretend to supply reading of general character.

A broader course of reading makes necessary a complementary organization. Such union of professional and general reading is supplied by the Teachers' Library Union in their County Course of Reading. This organization offers the O. T. R. C. course and a course of general reading embracing many volumes, systematically arranged at small cost to each member.

Our experience as teacher and with teachers enables us to say that in our opinion, the course offers greater advantages and possibilities than any other brought to our notice.

—A superintendent from Northwestern Ohio, who shall be nameless here, was attending the State Fair—sitting in the grand stand looking into space. An elderly gentleman behind him had evidently made up his mind that there were other features of the exposition he'd rather see. But it was no easy matter to reach the exit, so tapping our school friend on the shoulder he said "Sonny if you'll hist I believe I'll try to get out."

(St. Mary's papers please copy.)

—J. W. Kehoe, for many years the principal of the Georgetown high school, has resigned to accept a position as cashier of a new bank in his town. No doubt he will succeed as well in the bank as in the school room and, if so, the stockholders will reap large dividends. E. O. Porter succeeds him.

—Gallia County reports a very successful institute with Supt. M. E. Hard, Dr. R. H. Holbrook, and Prof. C. Edmond Neil as instructors. Commissioner Bonebrake, President Ellis of Ohio University, and Prof. Withers of the National Normal University were present and made addresses which were greatly appreciated.

—W. U. Young, formerly of Germantown, is now in charge of the Wadsworth public schools. We are indebted to him for a copy of the new high school course of study recently adopted by his board of education.

—Prof. E. S. Loomis of Cleveland and Supt. W. H. Mitchell of New London did very acceptable work in the Ashland County institute. Commissioner Bonebrake attended one session and made a helpful address.

—C. L. Martzloff of New Lexington is writing a history of Perry County which will be published soon by the M. W. Wolfe Co. of that place.

—We are in receipt of a copy of the course of study of the Loudonville public schools recently issued by Supt. C. E. Budd. We are glad to note that in addition to the regular work a liberal course of reading is required for graduates from the high school.

—After two years of a recess taken to finish his college course,

M. J. Flannery has returned to the school work as superintendent of the Jeffersonville schools. In sending in his subscription for the year he expresses his gratification in getting back to the school room and also his appreciation of the MONTHLY.

—Supt. J. H. Finney of Lucasville is now also superintendent of the Valley Township, Scioto Co., schools, and will devote one-half day each week to visiting them, looking after their organization, etc. His salary is \$82.50 per month for nine months.

—Fairfield County reports a most profitable session of her institute with very practical, helpful work by Dr. Charles Hauptert, Dr. Ruric N. Roark, and Miss Gordon. Mrs. Angie Wright of Lancaster had charge of the music and was very successful.

—Dr. Samuel A. Baer, Supt. J. D. Simkins, and Miss Anna Logan were the instructors in the Licking County Institute, August 19-23. All who attended were pleased with their instruction and greatly benefited by their helpful suggestions. The following officers were elected: President, D. D. Pryor, Etna; Vice President, J. W. Horner, St. Louisville; Secretary, Bessie Richardson, Granville; Executive Committee, W. L. Atwell, Jacksontown, Will H. Miles, Wilkins, and L. H. Smith, Homer.

—The thirty-sixth annual institute of Henry County was held August 19-23. Our correspondent reports it one of the most enjoyable and profitable ever held. The instructors were John S. Royer, L. W. Fair, and Clare Gilbert Olney.

—Secretary Irwin Shepard of the N. E. A. was recently remembered in a most pleasing manner, by the alumni of the Winona Normal School of which he was president from 1879 to 1898, in the presentation by them of a handsome loving cup of sterling silver. All who know Dr. Shepard will join us in congratulating him upon this pleasing remembrance. No better man or truer friend can be found than Dr. Shepard and no one appreciates his manhood and friendship more than his former pupils.

—Supt. Arthur Powell of Steubenville is beginning his work in his new field with characteristic vigor and earnestness. The week of August 26-30 was devoted to a city institute, the first one of the kind held in Steubenville. The regular instructors were Prof. Robert Armstrong and Misses Grace Dawson and Jeanette A. Krebs. They were assisted by the different principals of the city schools and Supt. Powell. Evening lectures were delivered by President Charles F. Thwing and Supt. J. A. Shawan both of whom and also Prof. S. D. Fess addressed the teachers in regular session.

—Supt. and Mrs. E. D. Lyon, now of Madisonville, were happily surprised just before their departure from Mansfield by a farewell call from the teachers and principals of the city schools who presented them with a beautiful Turkish upholstered chair with solid mahogany frame finely carved. Principal H. L. Creveling, speaking in behalf of the teachers, stated that the present was a token of the high appreciation in which Mr. Lyon was held by the teachers, pupils and patrons of the city. Mr. Lyon responded in language that showed how much he valued both the beautiful gift and the friendship and loyalty of the donors.

—Prof. W. G. Compher, so well and favorably known to many of the teachers of Ohio, has moved to Beaver, Pa., where he has entered upon his work as Professor of Philosophy and Literature in Beaver College. He is also Dean of the Faculty.

—Irish's "American and British Authors" and his "Orthography and Orthoepey" have been adopted recently in many places in Ohio and other states. As the "American and British Authors" covers both American and English literature in one volume, it is more convenient and less expensive than a two-book series. Prof. Irish offers liberal exchange prices. See his "ads" in this issue.

—The enrollment in the Washington County institute was over 300 and the interest excellent. The instructors were H. G. Williams, S. P. Humphrey, Lilly Ferris, and S. H. Riggs. The following officers were elected: President, E. W. Jordan; Secretary, Mary R. Cox; Executive Committee, D. A. Leake, J. M. Starling, and F. P. Wheeler.

—The Clinton County institute was held at Blanchester with a full attendance. The instructors were Supt. M. E. Hard and Professors W. W. Parsons and S. D. Fess. Supt. E. M. Craig of Sabina was reelected president.

—Principal P. L. Clark of the South District School, Urbana, has been appointed County Examiner to succeed Supt. W. McK. Vance who has moved to Miamisburg.

—Miami County reports an especially good institute with Dr. N. C. Schaeffer and Supts. J. P. Sharkey and C. L. Van Cleve as instructors.

—Our Van Wert County correspondent writes that the teachers of that county held a fine institute and were all pleased with their instructors—Prof. Ed. M. Mills, Supt. J. D. Simkins, and Miss Clara Myers.

—Scio College has established a Pedagogical Department and called to the principalship of it, S. K. Mardis, formerly superintendent of the Uhrichsville schools. He will

also serve as professor of Psychology and Pedagogy. It is not to be simply a school of methods but will have in connection with it a training department. A course will be given to teachers equal to any course in the College and will be formed by substituting pedagogical studies in the college courses for those of less value to teachers.

— Dr. E. S. Loomis of Cleveland and Prof. A. S. Mitchell of Mt. Sterling did most acceptable work in the Ottawa County Teachers' Institute, August 26 to 30. A special organization was made in the interests of the O. T. R. C. with R. A. Lee of Port Clinton, the secretary of the institute, as county secretary. Mrs. Sarah R. Gill was elected president and J. E. Ackerman, Anna Mizener, and B. W. Strohl members of the executive committee.

— The Mercer County Institute, at its last session, elected the following officers: President, R. G. Clark; Secretary, Maud Heap; Executive Committee, P. C. Zemer, M. O. Krugh, and J. B. Albers. Dr. Ruric N. Roark, who had been recalled for his second year, kept up his excellent work, and Dr. Charles Hauptert of Wooster won the admiration of all by his earnest, helpful talks.

— Miss Elisa Weiskotten, a special German teacher in the Mansfield public schools for many years, died August 20, 1901, at Cleveland,

Ohio. She had gone to that city during the vacation for the purpose of regaining her health which had become somewhat impaired. She was brought home and buried August 23. The Mansfield teachers attended the funeral, and through a committee sent the following to her family:

When a fellow-laborer in the educational field lays down her burden, it seems fitting that those who live after her, and who have known of her beautiful life and character, should pay a tribute to her memory.

Death is always startling; but when the summons comes unlooked for and unexpected, it is doubly so. Thus came the summons to our fellow-teacher.

We, the teachers of the public schools of Mansfield, Ohio, in which schools she had taught many years, desire to give expression to our sense of loss in her death, and to testify to her excellent life and character.

In her death, the teaching force has lost a most faithful and efficient member; one who was earnest and industrious in the discharge of her duties; one whose memory will be treasured by hundreds of pupils.

Filled with sorrow at her death, we yet rejoice in the life she lived, simple, yet beautiful.

As a friend, she was kind, generous, self-sacrificing, and sympathetic, ready to assist not only by word, but always ready with willing heart and skilful hand to as-

sume the burden itself. We feel that our loss is not only a professional one, but for many of us, it is a personal one.

We desire to express our sincere sympathy to her afflicted family in the loss of a devoted sister.

—A. N. Krieg is serving his second year as superintendent of the Arcadia and Washington township, Hancock County schools, at an increased salary.

—Wells L. Griswold, whose work as superintendent of the Collinwood schools for the past several years has been very successful, is now principal of the Rayen high school, Youngstown—one of the best positions in the state. Principal Frank P. Whitney of the Collinwood high school succeeds him, having been elected to the position before he returned from a vacation trip abroad.

—The last institute of the season was that of Fayette County, held at Washington C. H., September 2-6. The instructors and lecturers were Supts. W. W. Boyd, E. M. Craig, and H. V. Minnich; and President Alston Ellis and Wm. Weidell. C. R. Marshall was elected president, Miss Otie Chenowith, secretary, and H. A. Pinkerton, member of the executive committee.

—Supt. Stanley Lawrence of Basil, after having been reelected for his fifth year, has resigned to accept the superintendency at New Holland.

—At the close of an interesting session of the Butler County institute, the following officers were elected:

President, Miss Frank E. Thompson; Vice President, William Leffler; Secretary, Elizabeth Hancock; Executive Committee, S. L. Rose, J. E. McKean and Alice Knecht.

—J. L. Fortney, member of the Van Wert County board of school examiners, and superintendent of the Convoy schools for five years, has resigned both positions and moved to Elida where he has been elected to the superintendency. C. M. Carpenter of Delphos succeeds him as county examiner.

—We are informed by A. L. Cary of New York that "The Century Association" organized by him in Ohio some time since, reference to which was made in the March MONTHLY, has been disbanded and no one has any authority to transact business for it. This statement is made in order that our readers may fully understand the situation. Since the "Association" no longer has an existence, the Advisory Board named in the MONTHLY referred to and consisting of President W. O. Thompson, Supts. L. H. Jones and F. B. Dyer, State Librarian C. B. Galbreath, and O. T. Corson, is also disbanded.

—J. L. Selby, Principal of the Greenville High School, has been reappointed as a member of the

County Board of School Examiners for the full term of three years. This appointment meets the approval of Mr. Selby's many friends throughout the county.

—The public schools of Harrison township, Darke county, opened September 2, for an eight-month term under the supervision of Supt. U. S. Ray. This, the second year of supervision for the township, opens with bright prospects.

—The Lucas County Teachers' Institute was held August 26-30. In points of attendance, interest, and enthusiasm, it was the most successful in the history of the county. Practically all the teachers of the county were present, the total enrollment being 728. Much of the success of the meeting is due to the untiring energy of the President, John Schlatter. The instructors were Dr. A. E. Winship, of Boston, Dr. Henry Sabin, of Iowa, and Supt. W. W. Chalmers, of Toledo. Their lectures were very interesting and instructive, and were highly appreciated by all. Commissioner L. D. Bonebrake was present Monday and gave an address. At the election of officers President John Schlatter declined a re-election and J. A. Pollock of the Sylvania Schools, was unanimously chosen president. Mrs. Ecker, of Toledo, was elected member of executive committee. J. H. Rethinger has charge of the O. T. R. C.

which is in a flourishing condition.

—Supt. R. A. Leisy is meeting with the usual Buckeye success in his work at Georgetown, Colorado. His high school enrolls seventy-five. He is the author of a daily Grade Card which is well arranged for use in the class-room.

—The Darke County Institute of 1901 furnished another notable educational feast for the teachers of the county. The interest manifested was excellent. Enthusiasm ran high. Attendance 555. The instructors for this great meeting were Frank S. Fox, Edward Rynearson, Charles Hauptert, and Wm. I. Crane. They were equal to the occasion and drew words of praise from all. The townships were well organized for the O. T. R. C. work through the earnest efforts of the Corresponding Secretary, A. T. Cox. Other officers elected were, M. A. Brown, President, D. O. Hughes, Vice-President, J. L. Selby, Executive Committeeman, and Miss Daisy Loughrige, Secretary. The County Association will hold meetings the coming year in October, December, and February. The first will be held October 19.

—Shelby dedicated a fine new high school building at the opening of the school year. This growing city is justly proud of her excellent schools and the work of Supt. W. S. Lynch and his corps of teachers

is thoroughly appreciated by the board of education and the people.

— The new high school course recently prepared by Supt. A. F. Waters of Georgetown is strong and well adapted to the needs of the different pupils. His "Suggestions to Teachers" contains many very pointed and helpful hints.

— Fayette, Highland, Ross, and Clinton Counties will hold a Joint Teachers' Association at Washington C. H., October 12, with Dr. Boone of Cincinnati, Dr. Stephenson of Delaware, and Dr. Barrows of Oberlin as the principal speakers.

—The Lincoln High School of Cleveland has added another strong teacher to its corps in the person of E. E. Rayman who has had charge of the Berea schools for the past six years during which time the attendance in the Berea high school was almost doubled and one hundred and eleven pupils graduated.

—W. H. Beard is now serving his second year as township superintendent and principal of the Jefferson Township, Montgomery County, high school, with success.

—The Monroe County Institute was held at Woodsfield the week beginning August 19, 1901. The attendance was good throughout the week. The instructors were Miss Margeret W. Sutherland and

Mr. Ed. S. Mills, who express themselves as greatly pleased with the enthusiastic, earnest teachers of the county. A number of citizens of the county attended the various sessions, and they with the teachers packed the court room at some of the evening lectures. Prof. M. R. Andrews, of Marietta, gave three talks to the teachers.

— We are in receipt of a copy of the Program and Schedule of Recitations in the DeGraff high school which shows excellent opportunities for thorough work.

—Frank M. Sweitzer, one of the instructors of the Canton high school, has been appointed to a position on the Stark county board of school examiners.

—Clark County has secured the services of State Supt. Schaeffer of Pennsylvania for the next session of her institute.

—W. D. Ross, principal of the Fremont high school, has been granted a year's leave of absence by the board of education on account of health. He is now stopping with his wife in the Adirondacks and will probably spend the winter there or in New Mexico.

—The Putnam County Teachers' Institute was held at Ottawa, beginning August 19 and continued one week. The instructors were F. B. Dyer of Cincinnati and Mrs.

Anna E. Friedman of Buffalo. A membership fee of 50 cents is charged. The enrollment reached 204 and when we remember that it takes only 209 teachers to supply the schools of the county we must say that the attendance was very good. The whole attendance was over 300. The institute this year was one of the best we ever had in the county. The instructors discussed topics which were appreciated by all who were present. Hon. J. T. Hedley gave a lecture on the "Sunny Side of Life." J. W. Huntsman was elected president and Herrman McDougal member of the executive committee for the coming term.

—Chas. M. Knight, for nine years the successful superintendent of the Brooklyn schools, is now in charge of the department of Political Science and History in the East High School, Cleveland—a position for which he is well fitted both by education and experience as a teacher.

—Supt. J. C. Seemann of Vermilion has been appointed county examiner for Erie county for the unexpired term of two years, succeeding J. F. Hertlein, resigned.

—One of the most beautiful tributes to President McKinley as a citizen it has been our privilege to read, is the Memorial Ode composed by Supt. J. J. Bliss of Bucyrus.

DIRECTORY OF IMPORTANT EDUCATIONAL MEETINGS.

[We desire to give, each month, reliable information regarding the time and place of important educational meetings, and shall greatly appreciate the assistance of our readers and friends in securing such information. Notices relating to such meetings should reach us not later than the twentieth of the month preceding the month in which the meeting is to be held.]

NATIONAL EDUCATIONAL ASSOCIATION.

President—W. M. Beardshear, Ames, Ia.
 Secretary—Irwin Shepard, Winona, Minn.
 Place—To be determined by executive committee.
 Time—To be determined by executive committee.

OHIO STATE TEACHERS' ASSOCIATION.

President—E. W. Coy, Cincinnati.
 Secretary—H. H. Helter, Wapakoneta.
 Place—Put-in-Bay.
 Time—June, 1902.

No meeting of this Association will be held in 1901 on account of N. E. A at Detroit.

CENTRAL OHIO TEACHERS' ASSOCIATION.

President—Horace A. Stokes, Delaware.
 Secretary—Eudora C. Baldwin, Urbana.
 Place—Cincinnati.
 Time—November 8 and 9, 1901.

NORTHEASTERN OHIO TEACHERS' ASSOCIATION.

President—F. J. Roller, Niles.
 Secretary—F. P. Shumaker, Chagrin Falls.
 Place—Warren.
 Time—October 26.

EASTERN OHIO TEACHERS' ASSOCIATION.

President—H. V. Merrick, Lancaster.
 Secretary—Kate Simmons, Cadiz.
 Place—Zanesville.
 Time—November 29 and 30, 1901.

SOUTHEASTERN OHIO TEACHERS' ASSOCIATION.

President—B. O. Higley, Athens.
 Secretary—Charles W. Cookson, Somerset.

Place — Jackson.

Time — October 25 and 26, 1901.

SOUTHWESTERN OHIO TEACHERS' ASSOCIATION.

President — J. W. Withers, Lebanon.

Secretary — C. C. Donley, Middletown.

Place — Hamilton.

Time — October 26.

NORTHWESTERN OHIO TEACHERS' ASSOCIATION.

President — E. D. Lyon, Mansfield.

Secretary — Rose Dunathan, Van Wert.

Place — Toledo.

Time — November 29 and 30, 1901.

WESTERN OHIO ROUND TABLE.

President — F. Gillum Cromer, Franklin.

Secretary — J. W. Swartz, Tippecanoe City.

Place — Dayton.

Time — Nov. 28, 29 and 30, 1901.

NORTHWESTERN OHIO ROUND TABLE.

President — C. C. Miller, Lima.

Secretary — Ethel Reed, Bowling Green.

Place — Van Wert.

Time — April 4 and 5, 1902.

OHIO VALLEY ROUND TABLE.

President — W. H. Maurer, Steubenville.

Secretary — W. H. Maurer, Steubenville.

Place — Steubenville.

Time — November 1 and 2.

STATE ASSOCIATION OF SCHOOL EXAMINERS.

President — Horace A. Stokes, Delaware.

Secretary — C. L. Martzloff, New Lexington.

Place — Columbus.

Time — Christmas week.

STATE ASSOCIATION OF TOWNSHIP SUPERINTENDENTS.

President — A. B. Graham, Springfield.

Secretary — D. H. Barnes, Osborn.

Place — Columbus.

Time — Christmas week.

STATE ASSOCIATION OF SCHOOL BOARD MEMBERS.

President — H. S. Prophet, Lima.

Secretary — J. A. Williams, Columbus.

Place — Columbus.

Time — To be determined by executive committee.

BOOKS AND MAGAZINES.

D. Appleton & Co., New York City.

Commercial Geography. By Cyrus C. Adams. A most comprehensive treatment of a very important subject by an able author.

Lincoln in Story. Edited by Silas G. Pratt. A valuable contribution to the study of the great President, by one who knew him and loved him.

Ginn & Co., Chicago, Ill.

The Descriptive Speller. By George B. Aiton. The author believes in a systematic study of words and that spelling gives power over words. The book is well adapted to the use of both graded and ungraded schools. Mailing price 30c.

Composition and Rhetoric. By Sara E. H. Lockwood and Mary Alice Emerson. An interesting and practical treatment of a very important subject. Mailing price \$1.15.

Original Investigation, or How To Attack an Exercise in Geometry. By Elisha S. Loomis, Ph. D. Dr. Loomis, who is well known to Ohio teachers, has presented in this volume a most helpful discussion of the proper method of teaching and studying geometry. Mailing price 35c.

Selections From Five English Poets... Edited by Mary E. Litchfield. Mailing price 25c.

Secrets of the Woods... By William J. Long. Book three of the charming Wood Folk series. Mailing price 60c.

D. C. Heath & Co., Chicago, Ill.

A Brief Topical Survey of United States History. By Oliver P. Cornman and Oscar Gerson. The topics are well arranged for both recitation and review work. The book will be very helpful to all teachers and students of history.

Houghton, Mifflin & Co., Boston.

The Government of the American People. By Frank Strong, Ph. D., and Joseph Schafer, M. L. The subject is developed historically and careful attention is given to the chief characteristics of our present political institutions. Price 65c.

Scott, Foresman & Co., Chicago, Ill.

A History of England. By Benjamin Terry, Ph. D., of the University of Chicago. This volume of 1,100 pages presents the story of the founding and expansion of English nationality in a simple and interesting manner and should have a place in all libraries of our land.

American Literature By Alfonso G. Newcomer of Leland Stanford Junior University. Well adapted to use in classrooms.

The Aeneid of Vergil.—Books I.—VI and Sections VII-XII.—With an instruction, notes and vocabulary by Charles Knapp, Ph.D. of Columbia University.

Silver, Burdett & Co., Chicago, Ill.

Plans for Busy Work. Edited by Sarah Louise Arnold. This volume, prepared by The Boston

Primary Teachers' Association, will be found very helpful to primary teachers. Price 50c.

The Round Table Booklet Publishers, Greentville, Pa.

How to interpret Pictures. By Franklin B. Sauvel, A. M., Ph. D. The aim of the book is to apply to the study of pictures the same methods of study and analysis which have been used with success in the interpretation of poetry and music.

"William McKinley" is appropriately the subject of the leading article in the *October Forum*. It is a brilliant character sketch by Henry Litchfield West, whose work as a leading journalist at Washington brought him frequently into contact with the deceased president.

An especially bright story with the taking title "Tom, Jr., Tomb-oy," written by Izola L. Forrester, will be appreciated by the older readers, of whom *St. Nicholas* has so many. It is a charming piece of sentiment, bringing into strong contrast political life at Washington and the breezy outdoor life of the Western plains.

The Atlantic Monthly, always first and foremost to come to the front in any great national emergency, stopped its presses and postponed its publication to pay a brief but well-deserved tribute to the latest — and it is to be hoped the last — presidential martyr, William McKinley.

THE OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION.

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No. 11.

THE AUTHOR OF "MISTS OF FIRE."

BY DR. W. H. VENABLE,

In that excellent biographical dictionary, "Who's Who in America," the life of one of Ohio's most distinguished authors is briefly summarized in the following words:

"Coates Kinney, born at Kinney's Corners, New York, November 24, 1826; son of Giles and Myra (Cornell) Kinney, removed to Ohio in 1840; was educated in the common schools and spent one term in Antioch College. He was admitted to the bar in 1856. He married, first, in 1851, Hannah Kelley; second, in 1862, Mary C. Allen. Edited Xenia Torchlight, Cincinnati Daily Times, Springfield Daily Republic, etc. Was major and paymaster, U. S. A., during the Civil war, and was mustered out with brevet rank of lieutenant colonel. He was a member of the Ohio senate in 1881-2. Colonel Kinney is the author of "Keuka," 1855; "Lyrics," 1888; "Mists of Fire," 1899. The famous lyric, "Rain on the Roof," is included in this last volume."

Coates Kinney, though a masterly writer of vigorous and orig-

inal prose, is essentially a poet; the only books he has thus far published are books of poetry. Of the three volumes he has given the world all are out of print excepting the latest, "Mists of Fire," which, however, contains nearly all his best work.

It has long been my opinion that criticism should rank Coates Kinney high in the first class of men of literary genius in America. The cosmopolitan quality of his verse lifts it out of the commonplace, or the provincial. His poems appeal to strenuous thoughts and to an exacting taste, and, to be understood and enjoyed, they require, perhaps, more close study than do those of Longfellow, Whittier or Bryant. The time will surely come when this Ohio poet's primacy will be recognized by the many, as it now is by the discriminating few who have awarded him the laurels.

"Lyrics of the Ideal and Real," though inadequately published and

never advertised, commanded the instant attention of those who really care for the poetical art, and the book called forth several significant reviews. It was written up elaborately by Julian Hawthorne, in the "Bookman," and by Wm. D. Howells in "Harper's Monthly."

Hawthorne declares that Kinney has the gifts of imagination and insight that are entrusted only to poets, and of which the poetasters and versifiers of the day possess no trace. "His book is profoundly interesting. It expands the brain and touches the heart. * * It does not at all resemble any contemporary volumes of verse." Then, after a review of the opening poems of the volume, the stately and sonorous verses entitled "Pessim and Optim," the critic continues, "Whatever may be thought of the philosophy of this remarkable poem, the largeness of its scope and treatment cannot be questioned; and Mr. Kinney has no need to fear comparison with Tennyson's 'Two Voices' for originality, earnestness and depth." And the appreciative reviewer ends with the words: "I am sorry Mr. Kinney has been so taciturn. We could better have spared many a louder and many a more artfully modulated voice. But what he has done will last." Dean Howells reviewing the same book calls attention to Kinney's "luminous reach into heights and depths difficult for

words to explore." He ends his lengthy article with the following:

"In this (book) we perceive the presence of a true poet, and we welcome him none the less cordially because it is the late coming of one who has lingered long in the reputation won him by a single charming lyric. Mr. Coates Kinney, whom we have been quoting, is the author of "Rain on the Roof," which perhaps more people have got by heart than will care to read his "Pessim and Optim," but now he takes a vast stride forward and places himself with the few who think in the electrical flushes known only to the passions of most men. Throughout this poem there is a grasp of not easily tangible matter, which cannot fail to strike any reader and which will bring to some the thrill imparted by mastery in an art which has of late seemed declining into clever artistry."

Many other critics, east and west, recognized the new light, one distinguished writer referring to him as "a somewhat surprising orb that has risen, unobserved, in the western sky and reached its culminant point far towards the zenith."

Browning proclaims that nothing but the spirit of man is worthy of the highest ministration of the muse. The theme of the three noble poems which give the poet's latest volume its title, "Mists of Fire," is the immortal soul of man, its origin, vicissitudes, exaltations, despairs and conjectured destiny. This great word symphony, in which the constantly recurring

theme of the Trilogy, comprised under the titles "*Kapnisma*," "*Pessim and Optim*" and "*A Keen Swift Spirit*," is played upon with a hundred variations, is characterized by that "high seriousness" of purpose which Matthew Arnold found to be the finest quality of Wordsworth! Thought surcharges every sentence. The thought is usually calm, logical, guided by scientific safeguards; but now and again imagination kindles the philosophic facts and the glowing pile mounts to the sky

a daring chariot of fire. And the whole gamut and diapason of intellectual and social life are sounded in this poem. In fact, "*Mists of Fire*" is the biography of a poetical nature—the thought and feeling of a profound and fearless soul concerning life, death and immortality, and an effort, amid the perplexities of human experience, to create order out of chaos, to penetrate into the mysteries and discover the permanent harmony and peace which is at the heart of things.

WATER.

BY J. A. CULLER.

Water is a very common substance but we are by no means certain that we know very much about it after all. We thought we knew all about the composition of air until just lately when Lord Reyleigh and Prof. Ramsey astounded us by their discovery of a new element in the air which had been there all the time and had furnished two ounces of the 14.7 pounds per square inch, but its presence was not before suspected.

It may be profitable to gather together a few observations which have been made on the action and character of water.

Just as air is under the present conditions a gas, so water is for the

most part a liquid. It is a liquid, not because it is water, but because its molecular condition as determined by its temperature, keeps it for the most part a liquid. If one's knowledge of water all came from observations made within a few degrees of the north pole, he would define water as a solid. On the other hand we are told that when our Minister to Siam tried to make the King understand what ice was by calling it hard water, the King said that he had for some time doubted our minister's stories and that he now knew that he was a liar. With temperature as it is, water exists in the three states of solid, liquid, and gas, on the earth

at all times. The amount of water vapor suspended in the air is estimated at 54,460,000 tons.

Water is nature's great solvent. All plants and animals use water to make life functions possible. A cucumber is 98 per cent water. A man is nearly three-fourths water. The sea contains in solution almost every known material on the face of the earth. If all the gold of the sea were gathered together it would make a countless fortune.

Water is composed of two very common gases, Oxygen and Hydrogen, the chemical symbol being H_2O . Water may then be defined as the oxide of hydrogen, just as we speak of oxide of iron or oxide of copper. Two volumes of hydrogen unite with one of oxygen to form water, but as oxygen is 16 times as heavy as hydrogen, the weight of the oxygen in the water is 8 times that of the hydrogen.

These two gases are held together by strong chemical bonds. The atom of oxygen may be represented thus: $O \equiv$. While the hydrogen atom would be, $H \equiv$

When substances unite chemically there must be no loose bands and so two atoms of H. will have to go to every atom of O., and the symbol will then be, when each will be satisfied. After they are once bound together it requires a considerable expenditure of energy to get them apart. This can be done however by the electric cur-



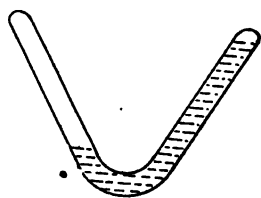
rent, when the O. will collect at the positive electrode and the H. at the negative, because O. is negative to H. and unlikes attract. If then the two gases be mingled and the temperature raised to the proper point, they will combine, we will get the water back again, and all the energy we expended in separating them will be set free. It must be clearly noted however that when water is converted to steam, which is invisible, or to water vapor in the air, it is still water and the O. and its two H's still hold together.

A great deal of air is absorbed by the water and it is probable that air is kept in a liquid form at the ordinary temperature by the presence of air. If a good pump is used to lift the air from a jar which is half filled with water, and the jar be then struck a sharp blow with the hand, it is surprising to note the cloud of air bubbles which will arise again and again to the surface of the water.

Animals with gills find here an abundant source of oxygen for their purpose and they cannot and do not need to decompose the water to get it.

As our great oceans are in constant circulation, we find air in the water even at the greatest depths. An interesting experiment has been performed by Donny in what is now called Donny's Vacuum Tube. A glass tube about three feet long is bent in the center till the two arms stand at an angle of about 60

degrees. This tube is filled about two-thirds full of water, one end being closed and the other nearly closed, and the water then boiled for about an hour to drive out the air, and while still boiling, the opening is closed by a blow-pipe. When the steam condenses there will be a very good vacuum above the water. If this tube be now



placed so that one arm is full of the water and be tapped to secure adhesion to the glass, the tube may then be turned back to the position shown in the cut and the water will not flow back to a level in both arms. In any movement of the tube the water is found to move very sluggishly, and if it could be deprived of all air it would probably be gelatinous and maybe a solid.

We have a general rule that heat causes a body to expand and cold causes it to contract, but in water there seems to be an exception, for it reaches its maximum density at 4°C . Some authors carelessly state that this is an exception to the rule. If this could be an exception we would have to abandon all our modern theories of heat. Heat always must cause bodies to expand, and cold will always allow

them to contract, and as water does not seem to follow this rule we must look elsewhere for a cause which counteracts the effect of heat. Just what this is we shall probably never know until we know what water is, and this will involve a knowledge of what matter is.

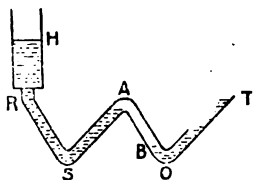
We know that water will contract in volume until the temperature is reduced to 4°C , or 39.2°F ., and if cooled below that point it will expand until it is all crystallized and then it will begin to contract again.

The probability is that the molecules begin to arrange themselves for purpose of crystallization before any ice appears, and the crystallizing arrangement enlarges the volume of the water much more than the cold contracts it and we observe only the algebraic sum of these results. If a piece of ice be made colder it will contract, but no amount of cooling by nature ever causes it to contract as much as crystallization has caused it to expand.

The density of ice at 0°C is .917 and so a block of 1000 cubic feet of ice in fresh water would displace its own weight when 917 cubic feet of it are below the surface. In sea water, however, whose density is 1.026 the iceberg will not need to sink so far to displace its own weight. A little calculation from these data will show that, in the fresh water, 83 cubic feet of the block will be above the surface,

while in the sea 106.3 cubic feet will be out of water. The depth a vessel sinks in sea water indicates a greater load than the same depth in the water of our great lakes.

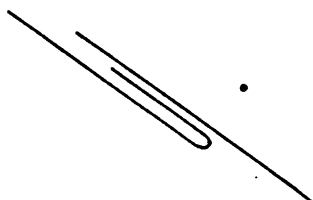
Water, like other liquids, will come to rest in any system of communicating vessels, when the surface of the liquid in each vessel is at the same distance from the center of the earth, but those who have tried to convey water over undulating ground from a spring to where the water is to be used have found that although there was a considerable head of water yet it did not always flow. Let the condition be represented by a cylinder into the bottom of which is fitted a tube bent in form of a W, as shown in the cut.



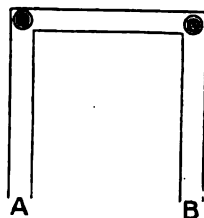
The tube contains air from A to B, and the rest of the tube is filled with water. In this condition water may be poured into the cylinder until it is several inches higher than T, and yet the water will not flow through the tube. Why is this? It can be seen that the water in the arm A S will balance that in R S, but that in T O has no balance in A O, for air is only $\frac{1}{8}$ as heavy as water. T O must then get its balance in R H, and water

will begin to flow whenever the head in R H is greater than the unbalanced force in T O and A O. The practical method of treating this difficulty is to tap the pipe at A and let the air out.

Water may be said to move on ball-bearings. When it is poured upon an incline it does not slide down as a solid would, but rolls forward on itself. It may well be represented by a silk ribbon on



a board as shown in the cut. The part of the ribbon on the board remains stationary while the upper part flows over it. This principle is of great utility in facilitating the flow of water through a sharp turn in a pipe. Wm. Ford Stanley has made some interesting experiments on the flow of liquids, some of which are easily repeated. If water containing some coffee grounds be caused to flow through



a tube A B it will be observed that a rolling cylinder of water will remain in each corner. If it were not for this it would be difficult to force the water through, and so with the water in a river, if it scraped against the bottom or sides, particularly in making a sharp turn, then the erosion would be enormous or the movement very sluggish.

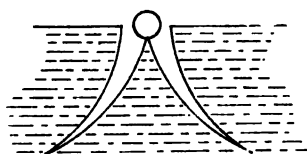
Water like all matter is inert. It seems to offer almost no resistance to a stick thrust into it, but when struck with sufficient velocity as by a rifle bullet the resistance is very apparent. Mr. Stanley has shown that the lead of the bullet would be flattened out and would take on somewhat the shape of an inverted saucer.

Why should it be this shape? When the water is struck, the bullet hits, as it were, the point of a cone and the center breaks away in

a manner represented in the cut, in cross section. Anyone having a good rifle can verify this experiment, though some way must be devised to reclaim the bullet after it has expanded itself in the water.

A much simpler way of trying a similar experiment is to let ink fall, a drop at a time, from a height of one or two inches, on to the surface of a can of water. Use a two-quart can nearly full of water. This drop will form into a circle which will enlarge as it descends over this cone.

If, however, the ink be dropped from very near to the surface no distinct ring will be formed but the drop will split into two, and next each half into two, and so on, giving the appearance which would suggest the form of the bronchial tubes or the veins in the liver. If you have not tried this experiment, do it at once, for the form assumed is probably not only a suggestion of a likeness, but it may be that, at a time when the material of the body was very plastic, then a fluid under a slight force would diffuse itself in just such tracts as we find in various parts of the body.



GEOGRAPHY AND HISTORY OF OHIO.

BY F. B. PEARSON.

Here is a chapter on Ohio from a book which was published in 1814, entitled "Geography Made Easy," by Jedidiah Morse, D. D.

At the time of its first appearance this chapter was geography, but by the strange alchemy of Time it has been transmuted into history,

and, as such, is worthy a place in the annals of our state.

OHIO.

Situation, Boundaries, and Extent. This state is part of the territory formerly called *The Northwest Territory*, and lies between $38^{\circ} 10'$ and 42° north latitude, and between $80^{\circ} 30'$ and $65^{\circ} 45'$ west longitude. It is west of Pennsylvania, and is bounded south by Ohio river, west by Indiana Territory, north by Michigan Territory, and Lake Erie. It is 200 miles long, and about the same in breadth; containing, exclusive of the waters of lakes Erie and Sandusky, 25,043,637 acres.

Divisions and Population. This state was admitted into the Union, by act of Congress, in 1803. It is divided into 36 counties and 320 townships:

Counties.	Population.	Counties.	Population.
Adams,	9,434	Jefferson,	17,260
Athens,	2,791	Knox,	2,149
Belmont,	11,097	Licking,	3,852
Butler,	11,150	Madison,	1,603
Cuyahoga,	1,459	Miami,	3,941
Champaign,	6,303	Montgomery,	7,722
Clermont,	9,965	Muskingum,	10,036
Clinton,	2,674	Pickaway,	7,124
Columbiana,	10,878	Portage,	2,995
Delaware,	2,000	Preble,	3,304
Fairfield,	11,361	Ross,	15,514
Fayette,	1,854	Scioto,	3,399
Franklin,	3,486	Stark,	2,734
Gallia,	4,181	Trumbull,	8,671
Geauga,	2,917	Tuscarawas,	3,045
Green,	3,870	Warren,	9,925
Guernsey,	3,051	Washington,	5,991
Hamilton,	15,258		
Highland,	5,766	Total,	230,760

For judicial purposes the state is divided into three circuits.

Face of the Country. A few miles back from the Ohio, in the upper or northern parts of the state, the land is hilly and, in some places, too rough to admit of cultivation. In some parts of the country dividing the waters of the Ohio from the lakes, there are tracts, extending several miles, so flat that the water stands till mid summer. In some places one can travel for miles without seeing the earth, and in that distance, he will find the water not more than from a foot to eighteen inches deep.

Rivers. The Ohio which has already been described, nearly half surrounds the state.

The Muskingum is a gentle river, 150 yards wide at its mouth, and navigable by large batteux and barges, to the Three Legs; and by small ones to the lake at its head. The Hockhocking is about twelve rods wide; navigable for large boats 70 miles, and for small ones much further. The Scioto is passable for large barges for 200 miles, with a portage of only four miles to the Sandusky, a navigable stream that falls into lake Erie. The stream of Scioto is no where broken by falls; at some places in the spring of the year it overflows its banks.

The Little Miami is too small for batteau navigation. The Great Miami has a very stony channel, and a swift stream, but no falls, and is navigable for batteaux, for about 100 miles; it interlocks with the Scioto.

Grand river runs northwardly into lake Erie; its mouth is seventy yards wide.

Cuyahoga empties in at the south bank of lake Erie, 40 miles east of the mouth of Huron.

Sandusky river rises near a branch of the Great Miami, and empties into the southwest corner of Sandusky Lake. Miami of the lakes falls into Lake Erie, at the S. W. corner.

Soil, Productions, and Commerce. Large level bottoms, or natural meadows, from 10 to 25 miles in circuit, are found bordering the rivers and variegating the country in the interior parts. These afford as rich a soil as can be imagined, and may be reduced to proper cultivation with very little labor.

The country produces all the immediate necessities of life in great plenty, and far beyond the present consumption of the inhabitants; the residue, with many other articles, such as hemp, cordage, hardware, whiskey, apples, cider, and salted provisions, are carried down the river to New Orleans, where they find a ready market.

The forest trees are, maple or sugar tree, sycamore, black and white mulberry, black and white walnut, butternut, white, black, Spanish and chesnut oaks, hickory, cherry, buckwood, or horsechesnut, honey locust, elm, cucumber tree, lynn tree, gum tree, iron wood, ash, aspen, sassafras, crab apple tree, paupaw or custard apple,

a variety of plum trees, and many kinds of grapes, from which the inhabitants universally might have a sufficiency for their own consumption of rich red wine. Grapes and hops are the natural productions of the country.

Mines. On the banks of the Hockhocking and Muskingum are inexhaustible quarries of free stone, and beds of iron ore. Coal mines are frequent in the eastern part of the state. Beds of white and blue clay, are likewise found here suitable for the manufacture of glass, crockery, and earthenwares.

Springs. There are salt springs in many parts of the state, particularly on the Scioto river.

Animals. Innumerable herds of deer and wild cattle heretofore were sheltered in the groves and fed in the extensive bottoms that abound in this state, but are now becoming scarce. Turkeys, geese, ducks, and other wild fowl are supposed to be in greater plenty here, than the tame poultry in any other part of America. The rivers are well stored with fish.

Literature. The Ohio University is fixed at Athens, on the Hockhocking river, and endowed with 46,000 acres of land. The corporation consists of the governor of the state, for the time being, the president, and not more than fifteen, nor less than ten, trustees. In Feb. 1809, the legislature of this state, passed an act, establishing the *Miami University*, which has since

been fixed in the town of Oxford, 34 miles N. W. of Cincinnati. Congress, about the year 1790, reserved a township of 23,000 acres of land in the county of Butler, for the purpose of supporting a university. This township has lately been located. The officers of this institution are to be a president and a board of trustees, to consist of twenty-two members, who are created a body politic. This institution is about to be organized and to commence its operations.

Chief Towns. Marietta, the chief town of Washington county, is a handsome town, standing on the west side of the Ohio river, just above the mouth of the Muskingum. It is elegantly and commodiously laid out with spacious streets, intersecting each other at right angles. It contains upwards of ninety dwelling houses, besides shops, stores, etc., a gaol, court house, an elegant congregational church, and academy. Within the limits of this town are those ancient and curious forts hereafter described.

Chillicothe, the chief town of Ross county, and the seat of government of the state, is on the west side of the Scioto river, about 100 miles from its mouth, and a few miles above its junction with Paint Creek. The town is laid out on an extensive plain, and contains 150 dwelling houses, a gaol, state house, 3 houses for public worship. In the midst of the town, there is an Indian grave, the perpendicular

height of which is forty or fifty feet.

Cincinnati, on the north bank of the Ohio, opposite the mouth of the Licking river, contains about 300 houses, two houses for public worship, two banks, and a market house. In this town was Fort Washington, which commenced the chain of forts, extending to the westward.

Gallipolis is situated nearly opposite the mouth of the Great Kanawha, and has about 100 houses; the original inhabitants were French people.

Antiquities and Curiosities. The number of old forts found in this western country, are the admiration of the curious, and a matter of much speculation. They are mostly of an oblong form, situated on strong, well chosen ground, and contiguous to water. When, by whom, and for what purpose, these were thrown up, is uncertain. They are undoubtedly very ancient, as there is not the least visible difference in the age or size of the timber growing on or within these forts, and that which grows without; and the oldest natives have lost all tradition respecting them.

Under this head we may mention the extensive meadows, or, as the French call them, *Prairies*, which answer to what in southern states are called *Savannas*. They are a rich plain, without trees, and are covered with grass. Some of these.

in the western parts of this state, and in the Indiana and Illinois territories, are 30 or 40 miles in ex-

tent. In passing them, as far as the eye can reach, there is not a tree to be seen.

O. T. R. C. DEPARTMENT.

A Tramping.

By J. J. Burns.

During the season of institutes I spent from a half-day to a whole day in each of twenty-one of these assemblies. My time on the program varied from two forty-minute talks, by urgent request; one on the O. T. R. C.'s reasons for being, one on a topic of this year's reading course—the observation car of the train—to a fifteen-minute speech beginning at three quarters of an hour past eleven o'clock A. M.

Happening in unbidden, I was courteously received by the powers that be, and welcomed by those whose time I must encroach upon to fulfill the purpose of my going and my coming.

This is a signal act of politeness on their part, for you may have noticed that a person down on the program for a discourse, seldom underrates the importance of that event.

It is not my function to report these sessions to the Monthly, or to indite a thesis upon The Institute, Yesterday and To-day, but a quiet retort of one gentleman from over the eastern border, upon

another from the upper side of one of our great lakes, is worth hearing, if I do not mar it in the telling.

Place, Madisonville; time, first period of the postmeridian session; Inspector Hughes of Toronto sitting at ease but not alone upon the front seat; Dr. Green of Pennsylvania, on the platform pouring forth wit and wisdom, bright and ready, as the water comes down at Lodore. Speaking of the sources whence the memorable characters of fiction are called to tread the author's stage, Dr. G. uttered a sentence somewhat after the following fashion: "Dickens had heard Miss Blimber use words without ideas in instructing Paul concerning the meaning of the word 'analysis,' long before he wrote *Dombey and Son*; and, walking the streets of London with eyes and mind wide open, he had seen Squeers,"

Hughes.—(Positively, and with feigned indignation.) "I want you to quit looking at me!"

Green.—(Gently, and meaningly.) "I have made no allusion to Sikes."

Here ended for the summer my pedagogic wanderings, and after a delightful evening at the home of everybody's friend, F. B. D., I boarded the trolley car and took a delicious plunge through the night air, alighting at the depot whence L. & N. trains pull out for Kentucky and the south.

For the next sixteen days my home and center of radiation was Hopkinsville, a pleasant little city, but a few miles, as the crow flies, this side the southern boundary of the State whose latitude, 36°, 38' became a thing of interest to me while "considering the heavens" in my *Skyward* article for October.

It was to this bidding place that the horrid news came to me of the bloody deed at Buffalo; and if that southern Kentucky town were in Ohio or Massachusetts, the signs would not have been more palpable, of a sincere grief, a hot indignation, an abasing shame.

That gloomy afternoon I was driven out into the country to dine at the hospitable table of a gentleman who rode four years with Forest. The tone of the talk did not differ, I think, from that which throbbed under the evening lamp of those who rode with Sheridan.

Looking backward a minute or two to my introduction I wish to say that one very pleasant experience at every institute was the greeting by some one who is using his eyes and ears to good purpose among the flowers, the trees and

birds, sometimes the stars, all of which are high among those blessed things

"God sends to leaven

What were all earth else with a feel of Heaven,"

and who frankly gives the Reading Circle a bright red credit mark for having set him at it.

In July, just before the institute curtain rose, I wrote a brotherly letter to the Chairman of the executive committees and sent a copy to each. Its final word was the following request: "Will you not have the name and address of the Secretary (O. T. R. C.) sent me at the close of the institute. I shall be much obliged." Would you not, in view of my need of these names and the general friendly feeling of the aforesaid chairmen, justify me in expecting by early mails material for a complete list of County Secretaries? How vain are some things here below! The list now contains forty-seven names. Where are the forty-one? I am sending out a second series just like the first, but with the "Will" marked for pleading pathos in the utterance. When I seek the information from other than the chairman I put fervor into the "you." One might say: "Why not get the names you want from institute notes in the Monthly?" Let us try that. Here is the September number on the shelf of read periodicals, and the October number came this morning. In the two are twenty-seven institute no-

tices. Five give the name of the O. T. R. C. Secretary. Four of these I already knew. One, Ottawa, gives me an additional name, and my list numbers forty-eight. I know it will surprise my gentle reader when I tell him that the names of County Secretaries are coming in this fall much more promptly than usual, and I feel hopeful.

Baker's Hill is the name of about two miles of grade by which a train on the L. & N., fifteen miles west of Nashville, climbs up three hundred feet and pulls itself out of the valley of the Cumberland River, this wall of limestone being the western end of one spur of the Cumberland Mountains. On the ascent it crosses on tressels two deep and wide ravines, and approaching the brow, the train disappears in a deep cut in the massive rock, which lengthens the incline and reduces the grade so that the monster engines which you hear fiercely and alternately puffing underground can mount to the upland, bringing their train behind them.

It was my good fortune to walk down this hill two or three times. Once in the deep cut as I tramped along, opera glass in hand, a number of darkies running met me, and one cried: "Boss, they're goin' to shoot a fish in de hole!" I didn't catch the exact meaning, but from the nettle danger I plucked the flower safety by joining in the re-

treat, and was safe under a bluff when the blast sent high into the air fragments of the Conglomerate, or "chunks," I may call them, thinking of the missile that disturbed the Spellin' School at Angels.

After the "shoot," I looked down and not up, and noticed at my feet a group of blue lobelias, not there for safety like me, but for moisture and for the soil which there covered the rock.

Resuming my tramp I reached the first tressel and climbed down into the deep glen thickly peopled with oak, elm, sycamore, ash, and other arboreal folk.

The time of year—September 8—and the hot dry weather were not the conditions which induce Queen Flora to spread forth her treasures, but there were other blue beauties like those under the rock; there were tall campanulas, of the same sky blue; along the silent and empty brook bed—alas, brooks like men may come and go—there were jewel weeds (wild touch-me-nots) *tawny* where the sun could reach them, pure white under the woven "verdant roof." I had never observed this illustration of the potency of "holy light, offspring of heaven, first born." It is not so home-like as the usual home-grown potato-in-a-cellar example, but it has a finer flavor.

The birds were very numerous but hard to see; however, patience and my glass brought the feeling that it was good to be there. A

Catbird sang from an ironwood tree, though he didn't do his best; a towhee hunting told his name and told it again, as he pronounces it, the *O* is obscure and the last syllable has the accent. I did not see the musician but in the distance I heard the fine clear note of the wood thrush, or "wood robin," as a young friend, whose happy lot is in the country, called it. Town "lots" are good things too, sometimes. A Carolina wren, something larger than the house wren that sang seemingly every day this summer from a little belfrey otherwise silent on top of my next neighbor's barn, its color a rich brown with a white line over the eye, played a nervous game of hide and seek in front of my glass. Wren-like it scolded, but it was not in the humor to sing. But space calls halt, before my creed has justified its title.

THINKING IN SYMBOLS.

By N. C. Schaeffer.

Man is the master of a thousand arts. He invents machines to do his work and yokes the forces of nature to propel his machinery. He also uses labor-saving machinery in the domain of thought. How thoroughly mechanical some of the operations of the human mind are is evident from a glance at the machines by means of which addition is performed in banks, counting houses and the various bureaus of the State and National Governments.

The best name to signify the devices by which man saves labor in advanced thought, is the word symbol. Symbols are of three kinds, *suggestive*, *substitute*, and *expressive*. These technical terms of course mean very little until the teacher knows their application. As soon as their meaning is understood, they throw a flood of light upon school work.

When the National Educational Association met at Charleston, the citizens could not help reminding their visitors from the North that at one time during the siege of their city, the Confederates had learned how to interpret the signals of the Federal army. Apparently they did not know that towards the close of the war Grant's signal corps knew every signal of the Confederate army, so that often Grant's troops were in motion to counteract Lee's orders as soon as he gave them, whilst the signal code of Grant's army was changed every day for fear that the enemy might discover its meaning. Every one of these signals was a symbol suggestive of an idea. As soon as the symbol had conveyed its corresponding idea, all thought of the symbol was dropped and the activity of thought went forward without further reference to the symbol that had started the train of thought.

It is said that the Potomac River and its banks have been mapped like a checker board and that guns of various range and calibre have

been located at suitable points. Should the war vessel of an enemy enter the mouth of the river for the purpose of attacking the National Capitol, mysterious signals would be sent to the officers in charge of the guns, indicating the location, speed, and direction of movement of the enemy, whereupon a gun would be elevated at a given angle, loaded with a given projectile, fired with a given kind of powder, and the enemy's vessel would be struck by a projectile from an unknown source. The signals would be nothing more or less than suggestive symbols whose office is fulfilled when the corresponding idea has been lodged in the mind.

The grips and countersigns of a brotherhood belong to the same category. As soon as these have suggested the presence of a brother, they drop out of mind, and the stranger is treated with fraternal kindness so long as he chooses to abide. The colored lights and other signals used by railways, the various clicks of the ticker in a telegraph office and a myriad of other devices are used by man to assist him in thinking the thoughts which lie at the basis of our civilized life.

The school uses these suggestive symbols to a limited extent. The ringing of bells facilitates school work although it does no more than suggest regulations in the government of the school. More important and more serviceable are the substitute symbols of mathematics

and the other sciences. The ten digits of the arabic notation, the signs of operation and the devices for designating known and unknown quantities in algebra, the equations and formulas of analytical geometry and calculus are so many devices for saving labor in the investigations of that which has been definitely quantified. The technical terms and formulas in chemistry, physics and all kinds of scientific and engineering work, enable the human mind to reach results that would otherwise involve incalculable if not, impossible labor. Who likes cube root in arithmetic? Fourth root by ordinary methods is a burden too grievous even for cranky schoolmasters to bear. As soon as logarithms are understood, it is as easy to extract fourth root or any higher root as it is to extract square root. How long will teachers commit the folly of expecting pupils to think complicated problems in fractions and arithmetical solutions of difficult problems in algebra, when labor could be lightened and thinking made easier by putting the pupil in possession of the labor-saving devices of sciences beyond the common branches?

The most useful of all the symbols is the expressive symbol. The words of a sentence are like the panes of glass in a window; the greater their perfection the more exactly and completely do they enable us to see what is back of them. French plate glass is so perfect that

in looking at an object we see it without distortion or modification and we are not conscious of looking through glass. When language is at its best it is like French plate glass; we see the thought which it conveys and never notice the medium of communication. Great orators make you think of what they say, and you do not notice their language, their gestures, the peculiarities of the delivery. When teaching is at its best, the pupils concentrate all the energies upon the truth that is to be mastered; and any reference to mistakes in grammar or pronunciation serves to break the line of thought by drawing attention away from the thing to its symbol. The best teachers do not try to teach everything in one and the same exercise. This remark must not be understood as signifying that the details of language are to be ignored or neglected. Once a week, if not oftener, a servant makes the pane of glass the object of chief regard. Every speck of dust is removed and every effort is put forth to make it as perfect and transparent as possible. Likewise there are periods when language should be made the object of chief regard, when the chief aim of teacher and pupils is not the evolution of thought but its expression in the best form possible.

The writer visited a school room in which a window shade hung down over the blackboard. It was

a queer use of a well-known fixture. The teacher was dictating a master piece in English Literature. As soon as the dictation was ended, the window shade was rolled up, and there stood upon the blackboard the same selection with capitals, punctuation marks, and paragraphs in their proper places. Every pupil began to compare his own work with the perfect model before him and to scrutinize his mistakes with a critic's eye. How much better this was than the method of correcting errors which keeps the teacher at work until midnight and sends her to the school room fatigued and nervous from insufficient sleep, with papers ready for distribution, the pupils momentarily glancing at the errors corrected, only to forget all about them when next they put pen to paper.

A superintendent revolutionized the schools under his care by dictating at the annual examination for provisional certificates some lessons from a First Reader. As soon as the teachers discovered their own inability to write out without mistake an exercise dictated from an ordinary reader, they put the school readers to a new use. Pupils were no longer expected to learn spelling, punctuation, capitalization, and the like when all their mental energy barely suffices to think the thoughts and truths of which language is only the expressive symbol.

This classification of symbols comes from one of the great universities of Great Britain. There was a time when the university professors aped the style of Hegel and other philosophers. Now-a-days they write to be understood. It will be an auspicious day when all the teachers at our universities recognize that there is science at the basis of the teacher's art, and strive to use, in their lectures and writings, expressive symbols as transparent as the best French plate glass.

SUGGESTIVE QUESTIONS ON "THINKING AND LEARNING TO THINK."

CHAPTER V.

1. What labor-saving devices in thinking have been furnished by modern mathematics? By Chemistry?

2. State the value of the use of objects in imparting the idea of numbers. The danger. Illustrate.

3. What is the value of a rich vocabulary?

4. Define Vernacular.

CHAPTER VI.

1. Should technical terms be used by the teacher in presenting a subject to pupils? Why?

2. What should be the character of examination questions?

3. Give the experience of Huxley in presenting the truths of science in intelligible language.

4. In what four ways can technical terms be used with profit?

CHAPTER VII.

1. What three contingencies are possible in the development of intellectual life?

2. What gain may result from the tendency to acquire words without ideas?

3. Discuss "Thinking Without Words."

4. Have you any pupils in your school who claim to know what they cannot tell? What consideration should be given to such claim?

5. What training for thinking and expressing thought does the author suggest?

6. What influence do thought and language have upon each other?

7. What should be the aim in teaching English?

8. What value have linguistic studies?

SUGGESTIVE QUESTIONS ON "THE EXPANSION OF THE AMERICAN PEOPLE."

CHAPTERS IV AND V.

1. Describe the population in the United States in 1750. Compare it with that of 1900.

2. Compare their mode of living, dress, traveling, etc., with that of the present time.

3. Describe the "expansion of the newspaper."

4. Give the history of the origin of our public school system. The postoffice.

5. Compare the urban population of colonial times with that of 1900.

6. What use was made of lotteries in our early history?

CHAPTER VI.

1. How did the contest between the French and English originate?

2. Describe the chief events connected with the French-Indian war and state when and how it ended.

CHAPTER VII.

1. What provision was made, after the war, by the king of England, for the English, French, and Spaniards?

2. Describe the settlement of the different boundaries.

CHAPTERS VIII AND IX.

1. What were the main routes of travel westward in those early days?

2. How do you account for the settlement of Kentucky and Tennessee at such an early date?

3. Give the history of their settlement.

SUGGESTIVE QUESTIONS ON "THE FRENCH REVOLUTION."

CHAPTER III.

1. Describe the general character and etiquette of the court of France as it existed prior to the Revolution.

2. How did the peasantry live?

3. How was the moral degeneracy of the times shown? How accounted for?

4. What provisions were made for the education of children?

CHAPTER IV.

1. How were the clergy of that period classified? What salaries did they receive?

2. What caused the rapid growth of atheism at that time?

CHAPTER V.

1. Describe the life and work of Montesquieu.

2. Who were the Physiocrats and what did they teach?

3. Who was Voltaire? What was his religious belief? What was his chief work?

4. Give an account of the work of the Encyclopedists.

5. For what is Rousseau specially noted? Outline his political and educational theories.

6. Illustrate the absence of intellectual freedom at that time.

SUGGESTIVE QUESTIONS ON "ORGANIC EDUCATION."

CHAPTER IV.—THE SEQUENCE METHOD.

1. Define "Story," as used by the author.

2. What is meant by the "Sequence Method?" Illustrate.

3. What are the five characteristics of an effective sequence? Illustrate each.

4. What results are claimed for the use of the sequence?

CHAPTER V.—SPECIAL APPLICATION OF THE SEQUENCE METHOD.

1. In what manner does the author claim that the sequence method helps the children in their composition work? What do you think of this claim?

2. Describe the method of teaching descriptive adjectives, nouns, pronouns, verbs, adverbs, etc. Have you ever tried this method or one similar to it? If so, with what results?

3. How is the sequence method to be applied to the teaching of reading?

CHAPTER VI.—THE FORMAL STEPS.

1. In the preparation of the plan which preceded—theory or practice?

2. Outline the preparation suggested for each lesson, on the part of the teacher; on the part of the children.

3. Give in detail the supposed lesson on the "Invention of Printing."

4. What are the formal steps to be followed by the teacher in the presentation of new material?

NOTE—Part II of the book being "Outlines of the Practical Work," it is not deemed wise to prepare questions on it.

HELPS, HINTS, AND SUGGESTIONS.

THANKSGIVING PROGRAM.

By Margaret W. Sutherland.

All schools ought to observe in some way Thanksgiving Day. Where the day is a holiday there should be special exercises on the Wednesday preceding. Autumn leaves and autumn fruits may be so arranged as to decorate the school room beautifully. Where the school board will permit it, it fosters a sweet spirit of charity to make a collection of potatoes, apples, cranberries, chickens, turkeys, pumpkins, and other good things, and distribute these afterward among the needy poor of the district, or in adjoining districts. In

doing this there should be no spirit of emulation, excited as to who should give the most valuable things.

The program that follows is arranged for an ungraded school, or perhaps it would be better to say for a school of all grades. Any teachers of graded schools may select from it work suitable for their grades, as I shall designate the year for which I think the recitation or composition exercise suitable. The selections before which the asterisk is placed are all to be found in the OHIO EDUCATIONAL MONTHLY, of November, 1898, where work may be found sufficient to sup-

plement exercises of any grade above the first and second. I would suggest to teachers of the little people of these grades, that if they desire something very specially adapted to their needs, it can be found in the OHIO EDUCATIONAL MONTHLY, for November, 1897. It is an exercise entitled "Thanksgiving Exercise for the First and Second Grades," arranged by Eleanor Skinner.

PROGRAM.

Hymn — "America." School.

Concert Recitation — Psalm 24. School.

Reading of the President's Thanksgiving Proclamation — By One of the Older Boys.

Reading of the Governor's Thanksgiving Proclamation — By One of the Older Girls.

Recitation — *"The Story of Grumble Tone." (Ella Wheeler Wicox.) By a Boy of Third Year Class.

Recitation — *"Thankful Tone." (Margaret W. Sutherland.) By a Girl of the Third Year Class.

Recitation — "A Thankful Little Girl." By a Girl of First Year Class.

Song — (Selected from books used in school.) School.

Recitation — "The Happiest Heart." (John Vance Cheney.) By a Pupil of Fourth Year Class.

Essay — "The First Thanksgiving Day." By a Pupil from Sixth Year Class.

(Material for reading in preparation for this may be found in almost any of the historical readers or in the Pilgrim Republic. Copied in OHIO EDUCATIONAL MONTHLY, for November, 1898.)

Recitation — "Why I'm Thankful." By a Boy of Second Year Class.

Recitation — "A Thanksgiving Song. (Margaret E. Sangster.) By a Pupil of Fifth Year Class.

Essay — "William McKinley — Our country mourns his death, but is ever grateful for the memory of such a character." By One of the Older Pupils.

Concert Recitation — "The Landing of the Pilgrims." (Mrs. Hemans.) School.

(Found in McGuffey's High School Reader and many other school readers.)

Recitation — *"The Pumpkin." (John Greeleaf Whittier.) By a Pupil of Eighth Year Class.

Recitation — "When the Frost is On the Punkin." (James Whitcomb Riley.) By a Pupil of Seventh Year Class.

Thanksgiving Hymn. (Carleton.) School.

A THANKFUL LITTLE GIRL.

Some say I'm like a little flower,
I try to be as sweet, I know;

But brother says I'm but a girl
And sometimes slow,—too very
slow

To get my share of pie.

I know I'm but a little girl,
 But yet I have a thankful heart;
 For father dear, for mother sweet,
 For brother, too, who does his
 part
 In eating punkin pie.

WHAT I'M THANKFUL FOR.

I'm thankful for tops, I'm thankful
 for balls,
 I'm thankful for being able to
 jump over walls;
 I'm thankful for knives, I'm thankful
 for girls,
 I'm thankful especially for those
 who wear curls.

I'm thankful for books that don't
 take many hours,
 I'm thankful for gardens that
 grow many flowers;
 I'm thankful for fishes that swim
 in the brook,
 I'm thankful when uncle gives
 me a hook.

I'm thankful when speeches are
 nearly over,
 For then I am, as the boys say,
 "in clover;"
 I'm thankful for turkey, which
 makes a good dinner,
 And now may *your* shadow never
 grow thinner.

THANKSGIVING HYMNS.

(Tune "*Lyons*.")

We thank Thee, O Father, for all
 that is bright,—
 The gleam of the day and the
 stars of the night,

The flowers of our youth, and the
 fruit of our prime,
 The blessings that march down
 the pathway of time.

We thank Thee, O Father, for all
 that is drear,—

The sob of the tempest, the flow
 of the tear,

For never in blindness, and never in
 vain,

Thy mercy permitted a sorrow or
 pain.

We thank Thee; O Father of All,
 for the power

Of aiding each other in life's
 darkest hour;

The generous heart and the bounti-
 ful hand,

And all the soul help that sad
 souls understand.

We thank Thee, O Father, for days
 yet to be,

For hopes that our future will
 call us to Thee;

That all our eternity form, through
 thy love,

One Thanksgiving day in man-
 sions above.

—Will Carleton.

A THANKSGIVING SONG.

For sowing and reaping, for cold
 and for heat,

For sweets of the flowers, and gold
 of the wheat,

For ships in the harbors, for sails
 on the sea,

O! Father in heaven, our songs rise
 to Thee.

For parents who care for us day
by day,
For sisters and brothers, for work
and for play,
For dear little babies, so helpless
and fair,
O! Father, we send Thee our praise
and our prayer.

For teachers who guide us so pa-
tiently on,
For frolic with mates when our
lessons are done,
For shelter and clothing, for every
day's food,
We bless Thee, Our Father, the
giver of good.

For peace and for plenty, for free-
dom, for rest,
For joy in the land from east to the
west,
For the dear, starry flag, with its
red, white and blue,
We thank Thee from hearts that
are honest and true.

For waking and sleeping, for bless-
ings to be,
We children would offer our praises
to Thee;
For God is our Father, and bends
from above,
To keep the round world in the
smile of His love.

— Margaret E. Sangster.

THE HAPPIEST HEART.

Who drives the horses of the sun
Shall lord it but a day;
Better the lowly deed were done,
And kept the humble way.

The rust will find the sword of fame
The dust will hide the crown
Ay, none shall nail so high his name
Time will not tear it down.

The happiest heart that ever beat
Was in some quiet breast
That found the common daylight
sweet.
And left to heaven the rest.
— John Vance Cheney.

WHEN THE FROST IS ON THE PUNKIN.

When the Frost is on the Punkin,
and the fodder's in the shock.
And you hear the kyouck and gob-
ble of the struttin' turkey cock,
And the clackin' of the guineys and
the cluckin' of the hens.
And the rooster's hallylooyer, as he
tiptoes on the fence,
Oh! it's then the time a feller is a
feelin' at his best,
With the risin' sun to greet him
from a night of gracious rest,
As he leaves the house bareheaded,
and goes out to feed the stock,
When the frost is on the punkin
and the fodder's in the shock.

They's somepin kind o' heartylike
about the atmosphere
When the heat of summer's over
and the coolin' fall is here—
Of course we miss the flowers and
the blossoms on the trees,
And the mumble of the hummin'
birds, and buzzin' of the bees;
But the air's so appetizin', and the
landscape through the haze .

Of a crisp and sunny morning of
the early autumn days
Is a picture that no painter has the
colorin' to mock—
When the frost is on the punkin
and the fodder's in the shock.

The husky, rusty rustle of the tos-
sels of the corn,
And the raspin' of the tangled
leaves, as golden as the morn;
The stubble in the furries, kind o'-
lonesome like, but still
A preachin' sermons to us of the
barns they grewed to fill;
The strawstack in the medder and
the reaper in the shed;
The hosses in the stalls below, the
clover overhead;
Oh! it sets my heart a clickin' like
the tickin' of a clock,
When the frost is on the punkin
and the fodder's in the shock.

—James Whitcomb Riley.

ARITHMETIC.

By Ed. M. Mills.

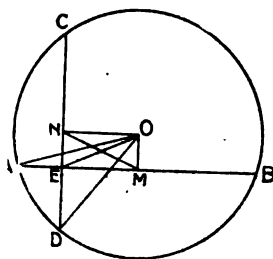
1. A circular farm has two roads crossing it at right angles 40 rods from the center, the roads being 60 and 70 rods respectively, within the limits of the farm. Find the area of the farm.

SOLUTION.

Let the circle O represent the circular farm whose area is to be determined, and AB and CD the two roads crossing at right angles. OE is the distance from the center of

the farm to the intersection of the roads.

Draw OM and ON respectively, perpendicular to AB and CD; M



and N will be middle points of the lines AB and CD. We have given the following values:

AB=70 rods,
CD=60 rods,
OE or MN=40 rods,
AM=35 rods, and
ND=30 rods.

From the right triangle OND, $OD^2 = ON^2 + ND^2 = ON^2 + 30^2$, and from the right triangle OMA, $OA^2 = OM^2 + AM^2 = OM^2 + 35^2$. Adding these two equations, we have, $OD^2 + OA^2 = 35^2 + 30^2 + OM^2 + ON^2$.

Since OD and OA are equal, this equation may be written, $2OD^2 = 35^2 + 30^2 + OM^2 + ON^2$. Then, since from the right triangle OMN, $OM^2 + ON^2 = 40^2$, the preceding equation may be finally written in the following form: $2OD^2 = 35^2 + 30^2 + 40^2$.

$$\text{Hence, } OD^2 = \frac{35^2 + 30^2 + 40^2}{2} = 1862.5 \text{ sqr. rods.}$$

Thence, since the area of a circle may be found by multiplying the

square of the radius by 3.1416, we have finally,

$$\text{Area of farm} = \frac{1862.5 \times 3.1416}{160} =$$

36.57 acres.

After a solution like this, to the foregoing problem, or to any other of its type, is fully mastered, the skillful teacher will lead his pupils to make a careful study of the results obtained. Such an examination of results in the above solution, would reveal to a bright class the following rule for all cases in which two given chords in a circle intersect at right angles, and the distance of the point of intersection from the center is given: Take the half of each chord, and to the sum of their squares add the square of the distance from the point of intersection to the center; then take half of this result, multiply by 3.1416, and reduce to acres.

Properly interested pupils will vie with each other in trying to crystallize the results of their work into neat and elegant rules. It might be added also, that no exercise in the program of school-work is more beneficial to the pupil than that which tends to enable him to express facts, ideas, and truths in clear cut and vigorous English.

NOTE.—Supt. G. W. Hurless of Ohio City, sent in an elegant solution of this problem.

2. Thomas Reed bought 6% mining stock at 114½%, and 4% furnace stock at 112%, brokerage ½%; the latter cost him \$430 more than

the former, but yielded the same income; what did each cost him?

SOLUTION.

Each \$1 of the mining stock cost 114½c. + ½c., or 115c., and yielded 6c.; hence the income on the mining stock equals $\frac{6}{115}$ of the investment. Each \$1 of the furnace stock cost 112c. + ½c., or 112½c., and yielded 4c.; hence the income on the furnace stock equals $\frac{4}{121\frac{1}{2}}$, or $\frac{8}{243}$ of the investment. Now, since these incomes are equal, we have the equation, $\frac{6}{115}$ of the investment in mining stock equals $\frac{8}{243}$ of the investment in furnace stock; $\frac{1}{115}$ of the investment in mining stock equals $\frac{4}{155\frac{1}{2}}$, or $\frac{8}{311}$ of investment in furnace stock, and $\frac{1}{115}$ of investment in mining stock equals $\frac{1}{155\frac{1}{2}}$, or $\frac{2}{311}$ of investment in furnace stock; $\frac{1}{115} - \frac{2}{311} = \frac{1}{155\frac{1}{2}}$ = the excess of the investment in furnace stock over the investment in mining stock; but \$430 also equals this excess; then $\frac{1}{155\frac{1}{2}} = \430 ; $\frac{1}{155\frac{1}{2}} = \frac{1}{155\frac{1}{2}}$ of \$430, or \$10; $\frac{1}{115} = 92 \times \10 , or \$920 = cost of mining stock; $\frac{1}{115} = 135 \times \10 , or \$1,350 = cost of furnace stock.

3. A note of \$800, dated September 10, 1876, due January 1, 1878, and bearing interest at 6%, was disposed of for the present worth, at 10%, July 19, 1877: what was the present worth at this date and the discount?

SOLUTION.

The interest on \$1 from September 10, 1876, to January 1, 1878, is

$\$.0785$; then $800 \times \$.0785$, or $\$62.80$ = interest on face of note; and $\$800 + \$62.80 = \$862.80$ = amount of note, or what the purchaser will realize on the note at its maturity. The interest on $\$1$ from July 19, 1877, to January 1, 1878 (the term of discount), at 10%, is $\$.045$; and $\$1 + \$.045 = \$1.045$ = the amount of $\$1$ for the same time. The purchaser, therefore, could afford to pay as many dollars for this note as $\$1.045$, the amount of $\$1$ for the term of discount, is contained times in $\$862.80$, or $\$825.65$; $\$862.80 - \$825.65 = \$37.15$, the true discount.

4. Sold 1,400 barrels of flour, at $\$6.20$ a barrel; invested the proceeds in sugar, as per order, reserving my commissions, 4% for selling and $1\frac{1}{2}\%$ for buying, and the expense of shipping, $\$34.16$: how much did I invest in sugar?

SOLUTION.

$1,400 \times \$6.20$, or $\$8,680$ = selling price of the flour; $8,680 \times 4c.$ = $\$347.20$; then $\$347.20$, 1st commission, + $\$34.16$, expense of shipping, = $\$381.36$; and $\$8,680 - \$381.36 = \$8,298.64$ = investment and commission in sugar. $\frac{100}{101\frac{1}{2}}$ or $\frac{200}{203}$ of $\$8,298.64 = \$8,176$ = cost of sugar. Also, $\frac{2}{3}$ of $\$8,298.64$, or $\$122.64$ = agent's commission for buying sugar.

INFINITIVES AND PARTICIPLES.

By Alfred Holbrook.

The more recent distinction of these two moods into verbal nouns

and verbal adjectives, has some serious objections in English, though in Greek it may be valid.

The authorities for this distinction admit that the particle "*to*" is a sign of the infinitive; also, that the infinitive follows bid, dare, feel, let, make, hear, see, and other verbs of similar signification, without this sign. They must admit also, that the infinitive takes its subject in the objective, when its subject is different from that of the finite verb which it limits.

The participle is plainly distinguished as not having these signs of the infinitive, and as taking its subject when used as a noun in the possessive case. The infinitive has two tenses: the participle has three. These distinctions are reliable and without exceptions.

This considering infinitives as verbal nouns and participles as verbal adjectives, results in making more exceptions to the classification than compliances with it.

In examining four consecutive pages of Ladd's Psychology, I found the infinitive used four times as a verbal noun, and eleven times with the force of an adverb. Not only so, but infinitives are frequently used as verbal adjectives: *e. g.*, "She had permission to go." "Gold is to be found in Georgia." "The rule is to be obeyed." These uses are frequent and desirable. Why then should infinitives be restricted by calling them verbal

nouns, since much more frequently they are verbal adverbs?

It is true that participles limit nouns as adjectives when standing immediately before them and not taking them as objects. But in this position they lose entirely their verbal force: *e. g.*, "The laboring man is resting at home." Participles are often used as nouns retaining their verbal force: *e. g.* "His mastering the difficulty gave him much satisfaction." "Her becoming the mistress of the White House was quite unexpected to her." In such cases the subject of the participle is in the possessive case, as here given.

But the participle is used more frequently with an adverbial construction than as an adjective or a noun.

Even in Greek when the participle agrees with the substantive or subject in gender, number, and case, it is more frequently introduced for its adverbial power than as a limitation of its subject.

Why then should we consider participles verbal adjectives, since they are more frequently used? Does not this merely formal classification tend to prevent students from grasping the real import and bearing of these classes of verbs? Shall we follow the usages of the English or the dead formalities of the Greek?

COUNTY EXAMINATION QUESTIONS.

[Each month examination questions from some county in the state will be published for the benefit of teachers who desire to know something of the character of the questions asked in the different counties or who desire to make use of such questions in their own study or teaching.]

Putnam County—Examiners, P. D. Amstutz, Pandora; A. M. Heidelbaugh, Reiner.

ENGLISH GRAMMAR.

1. Write two plurals of brother, index, penny, genius, and horse and define each.
2. Write sentences using, (a) a personified noun, (b) an impersonal verb, (c) a compound adjective, (d) a modal adverb, (e) a complex preposition.
3. Classify verbs with respect to *use*, with respect to *form*, and illustrate each.
4. Illustrate in sentences the five forms of the verb.
5. Write a sentence containing a direct and indirect object; change the verb to the passive voice, making either object the subject.
6. In contracting sentences by ellipsis, what parts may be omitted? Illustrate.
7. Make and name the principal marks used in punctuation.
8. Punctuate: Ohio is bounded N by Mich and E by Pa and W Va S by W Va and Ky W by Ind.
9. Diagram: (a) It was now a matter of curiosity who the old gentleman was.

(b) I know not where His islands lift their fronded palms in air; I only know I cannot drift beyond His love and care.

GEOGRAPHY.

1. Name the four classes of effects produced in the crust of the earth by the heated interior. 2. Name five conditions which modify the climate of a place. 3. Name the divisions of Standard time in the U. S. 4. Why is central Asia and northern Africa a great desert region? 5. Name and locate five large commercial cities of the world. 6. Give the composition, properties, and maximum density of water. 7. Name the three largest cities of Ohio, of the U. S., of the world. 8. Name the ranges of mountains in the Apalachian system. 9. In what county and on what river is Dayton, Findlay, Zanesville, Upper Sandusky, and Chillicothe? 10. Bound Putnam County and name its townships, towns, and rivers.

PHYSIOLOGY AND NARCOTICS.

1. Describe an ameba. 2. Give the tests by which a cell or other body is known to be alive. 3. Name six tissues of the human body. 4. Show how exudation takes place in the body. 5. Tell how fermentation is applied to bread making. Define food and name the classes of food. 7. Explain the effects of imtemperate eating. 8. State how the heat of the body is regulated. 9. State the effect of alcohol upon a nerve.

10. Show how a change of occupation rests the brain.

THEORY AND PRACTICE.

1. What should be taken into consideration in selecting a site for a school house? 2. State the objects of graded schools. 3. Outline the intellectual functions. 4. Distinguish between a lesson and a recitation. 5. Name three distinct teaching processes. 6. Name three leading objects of the recitation. 7. Name some advantages and disadvantages of the Question method of testing. Of the Optic method. 8. Name a common evil in our schools. Suggest a remedy. 9. Name the O. T. R. C. books for the year 1901-02. 10. What direct benefit did you receive from the last Putnam County Teachers' Institute?

U. S. HISTORY AND CIVIL GOVERNMENT.

1. When and where did the Spanish, French, English, Dutch, and Swedes make their first permanent settlement in N. A.? 2. Name a historical work written by each of the following: George Bancroft, Parkman, Prescott, Motley, and James Bryce. 3. Write a sketch of six lines about Daniel Boone. 4. What parts of the U. S. were acquired by purchase? 5. Into what territory did George Rogers Clark lead an expedition? Lewis and Clark? 6. Name three important things mentioned in the "Ordi-

nance of '87." 7. What were the three great compromises of the "Constitution?" 8. What do you understand by the phrase, "to the victors belong the spoils?" 9. What question does "a strike" try to answer, and how? 10. (a) Name the Republican and Democratic candidates for governor of Ohio. (b) When will the next U. S. senator from Ohio be chosen? How?

READING.

1. Name some requirements of a successful teacher of reading. 2. What must a successful teacher be able to do with the thought contained in a reading lesson? 3. Name the *central idea* (most significant word) in each of the following:

[a] it becomes

The throned monarch better than his crown.

[b] Lives of great men all remind us

We can make our lives sublime.

4. Name the *keynote* or *central thought* of the following stanza:

"Forward, the Light Brigade!"
Was there a man dismayed?
Not tho' the soldier knew
Some one had blundered:
Theirs not to make reply,
Theirs not to reason why,
Theirs but to do and die:
Into the valley of Death
Rode the six hundred.

From "The Charge of the Light Brigade."

5. Name five American poets. Name five

prose writers. What work on "English Literature" have you studied?

ARITHMETIC.

1. Four men working 7 hours a day need 15 days for a piece of work. How many days would it take 6 men, working 10 hours per day, to do the same work? 2. If a person lends me \$250 for 8 months, for how long ought I to lend him \$400 as an equivalent? 3. Express in words: 20,101,001.0015. 4. Calculate the interest on \$5,650 for 1 year, 5 months, and 12 days, at 7% per annum. 5. What will be the cost of fencing a lot 20 yd. long, and 10 yd. wide, at 10 cents a foot? 6. A farmer has a 3-acre field in the form of a right-angled triangle. If one of the perpendicular sides measures 242 yards, what is the length of the other? 7. [a] Chicago is $87^{\circ} 35'$ west of Greenwich. Find difference of time between the two places. [b] What is the standard time at Chicago when it is 1 P. M. at Greenwich? 8. The owner of sections 19 and 20 has sold the $W.\frac{1}{2}$ of the $NW.\frac{1}{4}$ of sec. 19; also the $N.\frac{1}{2}$, the $N.\frac{1}{4}$ of $SE.\frac{1}{4}$, and the $SE.\frac{1}{4}$ of the $SE.\frac{1}{4}$ of sec. 20. Draw a map of the land he still owns, and calculate its area. 9. A man has been receiving 12% on his capital in Canada. He goes to England to live, and invests it in 3% stock at $94\frac{3}{4}$, and his income in England is £2,400. What was his income in Canada,

£1 being equal to \$4.86 $\frac{2}{3}$? 10. A and B engaged in business for one year with the same capital. A increased his capital by $\frac{1}{5}$ of it, and B lost $\frac{1}{4}$ of his. The difference between their capitals then was \$1,040. Find capital of each at the beginning.

ORTHOGRAPHY.

1, grave; 2, sepulchre; 3, tomb; 4, ape; 5, imitate; 6, mimic; 7, lasting; 8, enduring; 9, chronic; 10, bold; 11, valorous, 12, heroic; 13, strength; 14, vigor; 15, energy, 16, praise; 17, commend; 18, eulogize; 19, brief; 20, concise; 21, laconic; 22, foretell; 23, predict; 24, prophesy; 25, misspell.

Fill blank spaces with correct words.

1. — a conserve of fruit; to crowd. (jamb)
2. — sidepiece of a door or other opening. (jam)
3. — a shallow dish. (plate)
4. — a flat fold; a braid. (plait)
5. — an equal; a nobleman. (pier)
6. — a projecting wharf. (peer)
7. — a small particle of matter. (mote)
8. — a ditch around a castle. (moat)
9. — a boat; a short oar. (skull)
10. — the bony case inclosing the brain (skull)

Correct if Necessary.

Raphael paints wisdom; handel sings it; Phidias carves it; shaksper rites it; wren builds it; Columbes sales it; washington arms it; Wat mechanises it.—*emersen*.

PENMANSHIP.

1. Write the alphabet, with small and capital letters. 2. Write the Arabic figures from 1 to 10. 3. Write the following quotation in correct form for the printer, "There on the dais sat another king wearing *his robes, his crown, his signet-ring*."

CURRENT HISTORY.

By F. B. Pearson.

THE commissioner of immigration at New York in his annual report, touching the matter of illiteracy says: "Not only are we drawing more and more from countries where illiteracy is high, but the immigrants themselves are showing higher percentages of illiteracy. Nearly one-half of our steerage immigration presents an illiteracy of from forty to fifty percent."

* * *

THE vital statistics in the recent report of the Secretary of State show the number of deaths in Ohio during the year to be 35,756. Of these 38 were from starvation, and 7 from freezing; 5,529 of infants under one year, and 13 of persons over 100 years old. The number of mar-

riages 38,002, and births 54,567. There were 102 girls between the ages of 12 and 16 sent to the Industrial home, and 263 boys from 11 to 16 years of age sent to the Boys' Industrial School.

* * *

AN effort is being made by the State Board of Health of Ohio to form a society for the prevention of tuberculosis. Similar societies have organized in England, Scotland, Germany, France, and Sweden, and also in Pennsylvania, Maine, and Illinois in our own country. Nearly six thousand people succumb to this dread malady in Ohio annually, and more than one hundred and ten thousand in the United States. One of the primary aims of the prospective society is to establish State and City Hospitals for the cure of tuberculosis. But, first of all, the aim is to educate our people to a fuller appreciation of the fact that the disease is contagious, and, secondly, that, in its early stages, it is curable. The formation of such a society would be a boon to our state, and certainly ought to be encouraged by every public-spirited citizen.

* * *

THE compulsory voting clause in the new constitution of Belgium has, since 1893, reduced the number who do not exercise the right of franchise from 16 per cent to something more than four per cent. The penalty attached to non-voting is a warning to first offenders, then a

fine of about 25 francs, and finally a suspension of political rights for a period of ten years, during which time the offender may not become a candidate for any office or promotion in the public service.

* * *

THE abduction of Miss Ellen M. Stone reads like a chapter from the annals of brigandage of the Middle Ages. It seems almost incredible that in this age of the world such a thing is possible, but with like occurrences in our own land still fresh in the mind, our denunciations are weakened, though we stand aghast at the crime.

* * *

It will interest and gratify all Ohio people to learn that the exhibit of the Ohio Archæological and Historical Society at the Pan-American Exposition at Buffalo easily leads all such exhibits and has taken all the first prizes, including gold and silver medals and high words of praise. One feature of the exhibit which attracted much attention was a fac-simile of an ancient mound partially opened in order to show the mode of burial by the mound builders. The skeletons of the dead together with the utensils then in use were represented in a most realistic manner. The exhibit was arranged by the curator of the museum W. M. Mills who, along with all other members of the society, deserves the thanks and congratulations of the entire state.

THE quiet of the Andes mountains is being broken and the echoes rudely awakened by the building of a railroad from Guayaquil to Quito, under the direction of Mr. Archer Harman, of Virginia, as engineer. The abundant resources of this region — animal, mineral, and vegetable — will thus be accessible to the whole world. As a writer in the October *World's Work* says it is "a railroad that by the energy of an American engineer is now climbing through the defiles of the Andes, from the alluvial fertility of the coast up into the wealth of the high plateau beyond the Cordilleras. Steel rails will pry open the doors of a land of gold and grain, and bring prosperity to a drowsy people. The opening of Ecuador by a railroad is an event of importance in the extension of civilization."

* * *

It is estimated that there are now in Belgium more than 1,800 coöperative societies of all classes with a membership of about 200,000. The plan upon which they are conducted is that of distributing the profits semi-annually, thus furnishing each member a nucleus for further savings or investment.

* * *

THE explorations of the ruins of Copan in Honduras which have

been in progress for ten years, by the Peabody Museum of Archæology and Ethnology, have just been concluded and much valuable information has been gathered relative to the Maya civilization which in the remote past held sway over the greater part of Central America. When the Spanish first invaded this country these ruins were apparently as old as they are at present as we gather from a description left us by a Spanish writer. The two features that have attracted most attention are the "Main Structure" and the "Hieroglyphic Stairway" and it seems probable that Harvard will arrange fac-simile productions of these. Mr. George B. Gordon who has conducted the explorations has brought back with him a large amount of material illustrating the general characteristics of this mysterious people.

* * *

AND now comes the Rev. Landon West of Pleasant Hill, Ohio, with a claim and much argument in support of the claim that the justly celebrated Serpent Mound in Adams county is the site of the Garden of Eden. It will be noted with interest that Ohio still maintains a position well up towards the front.

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Southern Schools.....	Lexington, Ky.
Teachers' Institute.....	New York, N. Y.
Teachers' World.....	New York, N. Y.
Texas School Journal.....	Austin, Tex.
Western School Journal.....	Topeka, Kan.
Western Teacher.....	Milwaukee, Wis.
Wisconsin Journal of Education.....	Madison, Wis.

THE next State Examination will be held in Columbus, December 26-28, 1901. All communications regarding it should be addressed to W. H. Meck, Dayton, Ohio, clerk of board.

BOTH whispering on the part of pupils and talking on the part of teachers should be carefully regulated. It may not be wise to attempt to prohibit either traffic, but each should be taxed to such an extent as will insure as little harm as possible.

TEACHERS should put forth every effort to know their pupils as thoroughly as possible. An occasional visit to the homes of the children, especially those who are inclined to be troublesome, will usually prove to be helpful to the pupils, teachers, and parents. If a punishment has

been inflicted, which is sometimes necessary, the parents of the punished pupil should be seen by the teacher, if possible, before their minds have been prejudiced by incorrect statements and misinterpreted conditions. To resort to the writing of notes under such circumstances is as dangerous to the success of a teacher as the writing of letters has often been to the politician. It may cost a little more effort to visit the home than to send a note, but it is better for a teacher to walk a mile to see a parent when he is in a good humor than to have a parent, a little later on, walk the same distance to see the teacher when he—the parent—is in a bad humor.

WILLIAM HAWLEY SMITH who "evoluted" "Dodd" recently related an experience to the editor which is reproduced in substance in the following:

Some time since a teacher who had heard Mr. Smith's "Rat Story" introduced himself to the author on the train and thanked him for the help he had received from his books. He then added that after reading them he began to question some of his methods of teaching which he felt were not successful in reaching the children and arousing them to investigation and thought. He determined to reform and since rats were very numerous in the neighborhood in which he taught, he concluded to begin his new line of work

by asking the opinion of the boys as to the length of the hair on a rat's tail. One boy measured off the distance of about one-eighth of an inch on his finger as being expressive of his opinion; others expressed their opinions in various ways and such a variety of lengths were suggested that it was evident that their observation had not been very carefully developed. The teacher expected this and, finally, when he thought all the boys were ready for the great lesson he was about to teach, suggested that, since there was such a diversity of opinion, there ought to be some way of determining the fact in the case and asked some one to volunteer a method of getting at the truth and settling the dispute. Imagine the teacher's surprise when the first boy, who had raised his hand in response to the call for volunteers, upon being asked for his method of settling the matter, said, "Look it up in the dictionary!"

It was our good fortune to be permitted to attend the Putnam County Fair for a few hours, October 4, and see something of the Educational Exhibit for which this county is so noted. We soon discovered that the half had not been told. In a well planned building, erected especially for the purpose, there was on exhibition, conveniently arranged for examination and study, school work in the form of manuscripts, drawings, maps, etc., repre-

senting all the schools and the majority of the pupils in the county. Premiums amounting to \$450.00 in value were distributed to the different schools and pupils, all of which was paid in books. The libraries which are resulting from the distribution of these premiums are, in themselves, a sufficient remuneration for all the expenditure of time and energy necessary to produce the exhibit; but important as these libraries are, they represent but a part of the good which is the outgrowth of the friendly competition which is going on all over the county. The interest in the work of the schools, so plainly shown by the thousands of parents who carefully inspected it, their commendation of what was well done, and their expressed determination to take such a renewed interest in their schools as will help to even better results in the future, all combine to promise better educational advantages for the children. Then again, the comparison of the work done by the different schools and pupils, by their teachers, must result in placing before all the teachers in the county higher ideals of what the school can accomplish and also give a new inspiration for greater effort than ever before. It is gratifying to state that nothing in connection with the exhibit indicated any feeling of jealousy or disappointment on the part of any one but all seemed to be working in perfect

harmony for the general educational welfare of the county. It is impossible to name in a brief article like this the many different features of such an exhibit of special interest and value, or to give honor to whom honor is due in its organization and management. The success is the natural result of the hearty co-operation of all the teachers of the county, both country and town, in loyally supporting the Secretary of the Fair, A. P. Sandles, the present Clerk of the Courts, but formerly one of the most successful teachers in the county, and A. M. Heidlebaugh, Superintendent of the Department.

THE character of the large majority of the men who are called to fill high official positions in the United States is a lesson in true living which can well be dwelt upon in teaching the children. The beautiful spirit shown by President McKinley, as he came to the "last sad hour," was a fitting climax to the Christian life he had always lived, and the tender tribute paid to that life and death by Mr. Bryan, who had twice been his opponent, gave evidence of the possession of qualities of mind and heart which are genuinely Christian. In this connection we are glad to call attention to an article recently published by the *Sunday School Times* on THE CHRISTIAN MANLINESS OF ROOSEVELT, by Jacob A. Riis, author of "The making of an American," etc.

By permission of the *Sunday School Times* we publish the following quotation from this article which will be of special interest to both teachers and pupils:

"Theodore Roosevelt loves children as William McKinley did. When he was a police commissioner, we would sometimes go together to the Italian school of the Children's Aid Society, or some kindred place, and I loved of all things to hear him talk to the little ones. They did, too. I fancy he left behind him on every one of those trips a streak of little patriots to whom, as they grow up, the memory of their hour with "Teddy" will be a whole manual of good citizenship. I know one little girl out on Long Island who is to-day hugging the thought of the handshake he gave her as the most precious of her memories. And so do I, for I saw him spy her,—poor pale, little thing, in her threadbare jacket,—way back in the crowd of school-children that swarmed about his train, and I saw him dash into the surging tide like a strong swimmer striking from the shore, make a way through the shouting mob of youngsters clear to where she was on the outskirts looking on hopelessly, catch and shake her hand as if his very heart were in his, and then catch the moving train on the run, while she looked after it, her face one big, happy smile. That was Roosevelt, every inch of him."

THE recent report of Superintendent H. C. Missimer of Erie, Pa., is full of valuable observations, comments, and suggestions forcibly expressed. The following para-

graph on teachers' salaries is worthy of careful reading, and may be helpful to some one in presenting this important matter to a board of education or the public:

"Low wages will not hold the good teacher, they will only secure and keep those who are worth no more in any other capacity. The people should show a greater practical appreciation of the teacher's worth, if they wish their schools to be better from year to year. The teaching profession should be emancipated from petty and unworthy conditions. It should be made an object to the best men and women to enter and stay in it. In the past, hardship and self-sacrifice have been the lot of those who have done most for humanity, and especially of teachers. It should not be so hereafter. The great benefactors of the race should be paid in appreciation and support while they live, and not in flowers and monuments after they are dead. They give to their work their best thoughts, their utmost strength. They come to their profession with as much preparation as the lawyer, and the doctor to theirs. Their duties require fully as much skill. Their daily life is one of wearing mental anxiety and toil. They sacrifice health itself to the demands of that calling. They go through life alone. They should be enabled at least, to quit it in peace and comfort. The community that will tax itself liberally to pay for police and fire protection, for jails and alms houses, for streets and sewers, ought to be willing to pay what is needed to raise the profession, upon which the whole fabric of individual character, society, and government chiefly depends, to a rank

in which it shall be the most attractive, as it is the most useful to which men and women can devote their lives."

JOSHUA C. HARTZLER.

Once more we are called upon to record the death of one of Ohio's prominent school men. Dr. Joshua C. Hartzler, of Newark. He was born near Lewistown, Pennsylvania, November 27, 1832 and came to Ohio with his parents in 1839, settling near Lancaster. His early life is but another recital of the story which is so common in this country and it had its full share of hardship and difficulty. After obtaining the usual elementary education in the common schools he learned the carpenter trade and at the same time continued his studies which, later on, he again took up in a systematic manner in La Fayette Academy.

His work as a teacher began in the Lancaster schools where he showed marked ability as an instructor. In 1866 he was called to Galion as superintendent where he remained for six years. In 1873 he traveled abroad and upon his return was elected to the superintendency of the Newark public schools in which position he did most effective and satisfactory work for nearly a quarter of a century. In 1883 the University of Wooster conferred upon him the degree of A. M. and in 1890, he

was honored with the degree of Ph. D. by the Ohio State University. He was appointed a member of the State Board of School Examiners in 1892. Death came to him very suddenly, at his home in Newark, Saturday evening, October 5. The funeral services were held at his late residence, October 8, and were attended by a large number of his friends, former pupils and teachers, and prominent school men from different sections of the state.

The foregoing contains a brief recital of the facts connected with the life and work of another earnest teacher and true friend, who has gone to his reward. We shall see him no more here but the thousands of children who have come under the influence of his pure life and helpful example still remain to honor him in their memory.

We first formed the acquaintance of Dr. Hartzler in 1884, when entering upon our work as superintendent of the Granville schools and the acquaintance then formed soon ripened into a cordial friendship which became more intimate as the years passed by. His clear, accurate, and positive views on school questions, always expressed with the greatest consideration for those who might not agree with him, his genial and dignified bearing at all times, his conviction regarding the right, and his strict adherence to the path of duty, are the

chief characteristics which made his life lovable and his death sincerely mourned by all who knew him.

The following resolutions, unanimously adopted by the Newark Board of Education, show the high regard in which Dr. Hartzler is held by the community in which he labored so long and faithfully:

Resolved, That while it is appointed unto all men once to die, yet death is at all times an unwelcome visitor, and especially so when it removes from our midst one whose life has been of great value to the community in which he lived. That the members of the Board of Education of Newark, Ohio therefore deeply regret the sudden death of Dr. J. C. Hartzler, and extend to his bereaved family their sympathy in their hour of bereavement. That in view of the long and useful career of the deceased as an educator in this city and county and his activity and usefulness in the cause of education to the time of his death, by his sudden departure hence, the cause of education has lost a valuable and faithful servant and this city a highly esteemed man and citizen; a true friend and faithful husband and father, whose exemplary conduct in all the relations of life is worthy of imitation; that his connection with the public schools of Newark as superintendent for nearly a quarter of a century, the energy and enthusiasm he brought to his work, and above all, his uniform affability and probity of character has gained for him among the people of Newark an enviable distinction that may well be emulated by the use of our schools.

Resolved, That as a mark of respect to the memory of the deceased, the public schools of Newark be closed during his funeral obsequies on Tuesday afternoon and that the flags on the school buildings be placed at half-mast during said day.

Resolved, further, That these resolutions be spread upon the minutes of the proceedings of this board and a copy thereof furnished to the newspapers of the city and sent to the family of the deceased.

To the teachers who were associated with him, Dr. Hartzler was more than a superintendent—he was always the true friend who could be relied upon for sympathetic help in the difficult work of the school room. The following resolutions, passed by the Newark teachers, speak volumes in appreciation of his work as a superintendent:

The undersigned committee, appointed to represent the teachers of the public schools in an expression of regret at the death of Dr. Joshua C. Hartzler, desire to put on record the following sentiments in appreciation of his great worth as a superintendent of schools, an educator, a scholar and a gentleman.

The public schools of Newark are largely a monument to him, reflecting his cherished interests and ideals. For nearly a quarter of a century he watched over their development, seeing them grow from the modest number of 24 rooms to more than 70. The courses of study were expanded under his direction; the High school came into prominence as a modern institu-

tion; new buildings were erected and old ones modernized; most of the present corps of teachers pursued their studies at school under his watchful care, and were trained afterwards by him in their professional duties as instructors. Dr. Hartzler meantime came to be one of the Nestors of his calling in the educational circles of the state, and his ability attracted merited attention also from the school authorities of the neighboring states. As a public speaker, Dr. Hartzler was always ready, armed with a deep fund of wisdom, a ready flow of choicest language, and an inspiring voice and presence. He possessed a natural dignity, which a keen sense of humor never marred. His influence for good was far-reaching, and he lived in this community long enough to see many instances of the best results ensuing from his protracted efforts. In industry he was unflagging, and the advance of years seemed not to dim his zeal. He set for himself the highest plane of thought and action, attained and kept it. Amid the costly flowers that surrounded his casket in profusion, none was more expressive than the handful of nasturtiums brought that day as a tribute of love from a little boy whose mother could not spare him any money for the common offering, but who went into the fields and gathered what he could, and offered them with his tears.

When he came to us, the struggle of his early life had developed, chiefly the sterner virtues, thus laying a splendid foundation. He was then an upright man, strong-willed, inflexible; a man whom all respected and honored, but one whom many feared. As the years passed, more kindly influences transformed

the rigid man into a gentle man, so the humblest child could bring his own little grief to Dr. Hartzler, confident that in him he had a true friend and that from him he should receive a courteous and sympathetic hearing. His specially noticing and always speaking to the little ones endeared him to them. To many of the youth of our city he was an ideal. As a friend, he was kind, generous, helpful, sympathetic always ready to assist in whatever way was needed. His own untiring labors were a constant source of inspiration to his teachers. They deemed it indeed a great privilege to come under the influence of such a man, both as pupils and as teachers. That he held them as his friends will ever be to them the greatest honor.

We cannot easily estimate the value of such a life as was Dr. Hartzler's. If it be true, as has often been said, that each of us as we live exerts an influence for good or ill that reaches on into infinity, then truly the world is now and ever shall be the better for his having lived.

We share the sorrow of the loved ones left behind, the widow and the daughters, the brother and sister, and other kin, assuring them of our deep and respectful sympathy.

F. M. TOWNSEND,
WM. E. PAINTER,
KATIE A. MURPHY,
CORA B. HENRY.

October 11, 1901.

THE SCHOOL SYSTEM OF OHIO— No. 3.

It is frequently difficult for those who are engaged in school work and who have thought out what seems to them to be a much im-

proved plan of accomplishing results in the school room, to understand why their plan when embodied in a bill and introduced into some session of the Legislature is not immediately enacted into law. To those who have had some experience in attempting to guide school legislation, the lesson of patience has been taught with great effect and respectful consideration for the views of others, not in accord with their own, has been rapidly developed.

As a rule the cause of education in Ohio has not been harmed by the conservative action which has been so characteristic of her General Assemblies and the members of the State Legislature who have too frequently been abused because they could not see their way clear to vote on all educational questions as requested by those who have represented the teachers in their demands for the enactment of school legislation, have usually been just as anxious to help the cause of education as the persons who abuse them for not being able to agree with them in all their demands. Six years of association with the Legislature of Ohio as school commissioner, during all of which time the most cordial relations existed between the office and the members of both House and Senate, have led the writer to sympathize with our law-makers in their difficult task of legislating in the interests of all, rather than to

criticise them because they are not always able to carry out the wishes of some who, while they are sincere in their purposes and plans, may be looking upon but one side of an important question which has many important sides.

It should also always be remembered that the Legislator has to deal with many important problems and depend, for support in securing the enactment of laws in which he may have a special interest, upon the co-operation of his fellow members who may represent constituencies which are making demands upon them along other lines. It thus frequently occurs that the passage of a measure of interest to the schools may depend upon the passage of some other measure not related in any way to the cause of education. One of the best illustrations of this fact is found in the history of the enactment of Ohio's first important school law. As stated in the previous article on this subject, the Legislature of 1823 was opposed to taking advanced ground on the question of public education. In the campaign for the election of members of the General Assembly in the fall of 1824, three questions were discussed before the people. These questions were taxation, internal improvements, and common schools. In this campaign, Nathan Guilford, who had not served on the Committee of seven, nevertheless, did some very effective work in behalf of

free schools. He wrote a letter, which was widely distributed and read, in which he showed conclusively that the school lands could not produce sufficient revenue to maintain schools for all the children, and urged that an amount sufficient to sustain free schools at least half the year should be raised by taxation. Fortunately for the interests of public education, Nathan Guilford was elected to the State Senate from Cincinnati in this campaign of 1824.

When the General Assembly elected in this campaign met, they created a joint committee to whom the whole subject of Common Schools, whose importance had been ably and forcibly presented to the Legislature in the message of the Governor, was referred. The members of this committee were Senators Nathan Guilford, chairman; Robert Young, Daniel Harbaugh, and David Beardsley, and Representatives James Lathrop, Homer Hine, George B. Holt, and John Cotton. A bill was drawn up by Mr. Guilford, the chairman, which after careful consideration was accepted by the committee. Had this bill been pressed alone solely upon its own merits, it would in all probability have been defeated because of the opposition to imposing a tax for school purposes which was still strong in the state. *The friends of the bill were tactful and politic. They united their forces with those who favored internal*

improvements and by their combined efforts schools and canals were provided for in Ohio by the same Legislature. At first thought the combination seems a strange one but the material prosperity which followed the inauguration of the building of canals in Ohio was after all a fitting accompaniment to the intellectual awakening which resulted from the founding of free schools. Whatever our views may be as to the manner in which the school law was enacted it is well to learn wisdom from the prudence and tactful management of those who had this important work in hand and never cease to be grateful to them for their splendid service in founding our public school system.

It is related in the biography of Samuel Lewis, the first State Superintendent of Schools in Ohio, to which biography we are indebted for many of the facts stated in this series of articles, that when the bill just referred to finally passed the House, Ephriam Cutler and Nathan Guilford were standing side by side. The former had been the devoted friend of that clause in the State Constitution by which the State was dedicated to the policy of forever encouraging schools and the means of education. The latter had acted as chairman of the joint committee which had prepared the bill and carefully guided it through both Houses. Both were growing old and both had labored hard to

establish a school system which would insure educational advantages to all the children, rich and poor alike. At last their efforts were crowned with success. At this supreme moment in the lives of both, Ephriam Cutler turned to

Nathan Guilford and expressed his joy in the following words—"Lord, now lettest thou thy servant depart in peace, according to thy word, for mine eyes have seen thy salvation!"

[TO BE CONTINUED.]

IF you have PAID your subscription, this notice does NOT refer to you. If you have NOT PAID it, please remember that ALL SUBSCRIPTIONS and RENEWALS sent in either through the agent or direct to the editor, at the institute rate of \$1.00, are due BEFORE DECEMBER 1. After that date \$1.25 will be charged. ❀ ❀ ❀ ❀ ❀

EDUCATIONAL NEWS.

WE are just in receipt of the reports of the Librarians of the Teachers' Library, County Course of Reading, from Delaware, Pickaway, Wyandotte, and Marion counties. We publish the same in full, as no doubt it will be of much interest to the teachers of the State.

I carefully investigated the Teachers' Library Union when it was brought to the notice of the teachers of Delaware county last spring, and became satisfied that it would be of lasting benefit to the teachers of our county. The list of books sent to us for this year is well selected, and teaches many lines of thought, thus leading the members toward a wider culture, and broadening them in lines out-

side our own profession, but very essential to a many-sided scholarship and to thoroughness in their work as teachers.

The work of the Union is especially commendable in that it includes this year's course in the O. T. R. C. I am satisfied that membership in the Union will result in increased interest, and increased membership in this year's O. T. R. C.

The Union has carried out all promises, and I am well pleased with the organization

HORACE A. STOKES.

The course of reading provided by the Teachers' Library Union is being read by the most active teachers of Pickaway County, and

so far as I am able to judge, they are well pleased with it.

I know that the Teachers' Library Union have kept their part of the contract to the letter, and have even done more than they agreed to do. The fact that the books are here, ready for use of the members, and that they (the members) get the advantage of the O. T. R. C. literature at so low a rate ought to secure the membership of every teacher in the county.

A member who reads all the books in the T. L. U. for the four years' course as planned will have acquired the equivalent of a very good college education.

CLARENCE BALTHASER.

This is to certify that I have examined thoroughly the plans of the Teachers' Library Union, and am at the present time connected with the movement in Wyandot County. Our teachers have begun the study outlined, and so far as I have learned they are uniformly pleased with the plan and the books. I regard the Union as a vital plan to encourage the best study of good books, and a means even of enlisting teachers to take up and read the O. T. R. C. who have not done so heretofore. I feel sure that the outlook for the movement in Wyandot County is bright. T. W. SHIMP.

I consider the Teachers' Library Union Course of Reading, that is being pursued in Marion County, the greatest movement ever brought to my notice to induce teachers

to pursue a systematic course of reading.

The books selected are the books that the teachers' world is most interested in, also offers a large list on the general culture side.

We now have more teachers reading the O. T. R. C. in connection with the regular course than we have ever had before. The Union has carried out their agreement fully and satisfaction seems to be general throughout the county, and I predict a bright future for the organization.

W. F. JOHNSON.

—The new Course of Study and Manual of Instruction recently issued by Supt. H. V. Hotchkiss, of Akron, indicates that thorough, systematic work is being done.

—Miss Clara L. Myers, at one time principal of the New Philadelphia high school, is now filling the position of assistant to Prof. Hiram Corson in the department of English Literature in Cornell University.

—On the recommendation of Supt. Powell a supervisor of writing and drawing was employed in the Steubenville schools at the beginning of the year. Miss Elma La Trace is in charge of the work.

—Bulletin No. VI of the University of Cincinnati, issued recently, announces a department of Psychology and Pedagogy in charge of Prof. Charles H. Judd, Ph. D. All who are interested in this work

should write to the University for a copy of this Bulletin.

— The Upper Sandusky high school, under the supervision of T. W. Shimp, now enrolls one hundred and five pupils.

— The citizens of Mingo Junction have voted to build another new school building, which is badly needed in that growing town. The superintendent, Wilson Hawkins, and all who are interested in the school are to be congratulated.

— The Jefferson County teachers held an enthusiastic meeting at Steubenville, October 5. The enrollment reached nearly 150. Supt. Powell is taking an active interest in the work of the county, to the great satisfaction of all the teachers. The program was made up of discussions of important topics by many of the teachers in the county, among whom were D. W. Everson, John F. Reynolds, F. R. McNary, W. H. Barrett, W. J. McCann, M. B. Whittaker, John Porter, Miss Martha J. Leslie, Theo. Dodd, W. H. Maurer, Miss Isabella Tappan, Miss Zoe Day, and the County Examiners. The afternoon session closed with an address by Principal H. B. Work, of the Wheeling, W. Va., high school.

— The course of study in the New Paris high school has been lengthened to four years. B. S. Davis is superintendent and John O'Leary principal.

— The new supplementary reading material in physics is just what is needed in all schools and the price—5 cents a copy—brings it within the reach of all. We are sure you will like it. Send 5 cents in stamps for a sample copy to J. A. Culler, the author, Bowling Green, or to O. T. Corson, the publisher, Columbus, Ohio.

— According to Census Bulletin No. 91, there are in Ohio 1,338,345 persons of school age--5 to 20 years, inclusive. Of this number 672,036 are males and 666,309 are females.

— The teachers of Clinton, Ross, Fayette, and Highland Counties held their annual association at Washington C. H., Saturday, October 12.

Dr. R. T. Stevenson, of Delaware, spoke in the forenoon on "Types and Hopes of American Democracy." His address was a strong one. Dr. Alston Ellis, Dr. N. H. Chaney and others made short talks before noon.

In the afternoon Supt. R. G. Boone, of Cincinnati, spoke on "Fundamentals in Education." His address showed that he has carefully studied his subject.

The last number on the program was the beautiful and scholarly lecture, "The World Pilgrimage, With Experiences Serious and Not so Serious," by Dr. John Henry Barrows, of Oberlin.

A splendid musical program was rendered throughout the day and

all who were present pronounced the meeting a success in every way.

— At the suggestion of Commissioner Bonebrake we take pleasure in announcing to the teachers of the state that copies of the Institute Syllabi on Arithmetic and Grammar can be secured at his office by request for the same, accompanied by two cents postage for each copy.

— The Tower Avenue public school building at St. Bernard, O., was dedicated September 28, 1901. The exercises were simple, yet appropriate. Music by the orchestra was followed by the singing of that Buckeye classic, "Hurrah for the Schools of Ohio," after which, in a few well-chosen words, Pres. John A. Larkin of the Board of Education, introduced the orator of the day, Supt. R. G. Boone, of Cincinnati.

Dr. Boone's address was eloquent yet practical, and couched in language that the merest child could understand; to attempt to quote its strong points would be to reproduce the address entire.

The new school house is already doing double duty in the cause of education, for in it is conducted a free night school four nights in the week with an enrollment of 75, requiring the services of two teachers.

The building is in the style of the Italian Renaissance. It is built of buff pressed brick with red tile roof, the corridors and stairways are wainscoted with Tennessee marble,

and the sanitary plumbing throughout is in nickle and marble. It is an elegant eight-room structure and cost \$35,000.

Warner and Adkins, the architects, presented an ideal plan which was adopted in its entirety and the building stands to-day a monument to the skill of its designers and to the public spirit of the Board of Education.

— The first bi-monthly meeting of the Greene County Teachers' Association was held in the high school building, Xenia, Saturday, October 19, 1901. A short address was made by the president, Supt. J. E. Collins, of Yellow Springs; a most excellent paper on "The Power of Sentiment" was read by Supt. R. A. Brown, of Cedarville; an interesting address, made all the more attractive by black-board drawings accompanying the same, was delivered by Prof. Edward Clark of Wilberforce University, on "Mathematical Geography;" an up-to-date paper on "Physiology" was read by Prof. W. E. Wells, of Antioch College; and last but not least, a most entertaining and profitable lecture on "The Formation of the Piedmont Belt and the Coastal Plains" was rendered by Prof. J. A. Bownocker, of the O. S. U.

The vocal music in charge of Prof. Maynard, of the Xenia schools, and the instrumental music by the Misses Seaman, Messrs. S. O. Hale and Killian was very pleasing to the large audience that is

always found at these meetings. The next bi-monthly will be held in Xenia, the second Saturday of December.

— The Coshocton Board of Education have issued an "Introductory of Progressive Education" in which are outlined the new course of study and plans for carrying on the work under the management of their new superintendent, Herman S. Piatt, Ph. D.

— We are glad to note from a circular just received that M. L. Maier, formerly an Ohio teacher, is now president of the Kee Mar College, Hagerstown, Md. Under his administration the attendance is increasing rapidly.

— Wm. J. Dum is still in charge of Crawfis Institute, near Lancaster. His salary this year is \$100 larger than last year.

— The Educational Publishing Co. offers Schwatka's "Children of the Cold" free to the pupil who sells the largest number of 10-cent shares in the 30 Volume Library. See advertisement

— The schools of Bethel township, Miami county, are flourishing under the supervision of E. C. Hedrick. The new course of study recently prepared by him and adopted by the board of education is giving general satisfaction. The township high school opened with an enrollment of sixty.

— President Horace A. Stokes and the executive committee of the Central Ohio Teachers' Association have prepared a strong program for the next meeting, which will be held in Cincinnati, November 8 and 9. Friday will be devoted to visiting the Cincinnati schools. At the Friday evening session Supt. Soldan, of St. Louis, will speak on "Fads." Saturday forenoon Prof. Moulton, of Chicago University, will deliver an address on "The Interpretative Recital and its Use in the Teaching of Literature," and William J. Long, whose charming book on "Ways of Wood Folk and Wilderness Ways" is now being read by Ohio teachers, will speak on "Nature and the Child." Those who attend will pay full fare going and must secure a certificate from the agent from whom they purchase their tickets, which certificate must be presented to the secretary of the association at Cincinnati, together with twenty-five cents membership fee in order to secure the return rate of one-third fare. The meetings will be held in Music Hall and the headquarters will be at the Grand Hotel.

— Our thanks are due Supt. A. H. Dixon, of Albany, for a copy of the new school manual recently issued by the board of education under his direction. We are glad to note that Supt. Dixon now has charge of the Lee township schools also.

DIRECTORY OF IMPORTANT EDUCATIONAL MEETINGS.

[We desire to give, each month, reliable information regarding the time and place of important educational meetings, and shall greatly appreciate the assistance of our readers and friends in securing such information. Notices relating to such meetings should reach us not later than the twentieth of the month preceding the month in which the meeting is to be held.]

NATIONAL EDUCATIONAL ASSOCIATION.

President — W. M. Beardshear, Ames, Ia.
 Secretary — Irwin Shepard, Winona, Minn.
 Place — To be determined by executive committee.
 Time — To be determined by executive committee.

OHIO STATE TEACHERS' ASSOCIATION.

President — E. W. Coy, Cincinnati.
 Secretary — H. H. Helter, Wapakoneta.
 Place — Put-in-Bay.
 Time — June, 1902.

No meeting of this Association will be held in 1901 on account of N. E. A at Detroit.

CENTRAL OHIO TEACHERS' ASSOCIATION.

President — Horace A. Stokes, Delaware.
 Secretary — Eudora C. Baldwin, Urbana.
 Place — Cincinnati.
 Time — November 8 and 9, 1901.

NORTHEASTERN OHIO TEACHERS' ASSOCIATION.

President — F. J. Roller, Niles.
 Secretary — F. P. Shumaker, Chagrin Falls.

Place —
 Time —

EASTERN OHIO TEACHERS' ASSOCIATION.

President — H. V. Merrick, Lancaster.
 Secretary — Kate Simmons, Cadiz.
 Place — Zanesville.
 Time — November 29 and 30, 1901.

SOUTHEASTERN OHIO TEACHERS' ASSOCIATION.

President — B. O. Higley, Athens.
 Secretary — Charles W. Cookson, Somerset.

Place —
 Time —

SOUTHWESTERN OHIO TEACHERS' ASSOCIATION.

President — J. W. Withers, Lebanon.
 Secretary — C. C. Donley, Middletown.
 Place —
 Time —

NORTHWESTERN OHIO TEACHERS' ASSOCIATION.

President — E. D. Lyon, Mansfield.
 Secretary — Rose Dunathan, Van Wert.
 Place — Toledo.
 Time — November 29 and 30, 1901.

WESTERN OHIO ROUND TABLE.

President — F. Gillum Cromer, Franklin.
 Secretary — J. W. Swartz, Tippecanoe City.
 Place — Dayton.
 Time — Nov. 28, 29 and 30, 1901.

NORTHWESTERN OHIO ROUND TABLE.

President — C. C. Miller, Lima.
 Secretary — Ethel Reed, Bowling Green.
 Place — Van Wert.
 Time — April 4 and 5, 1902.

OHIO VALLEY ROUND TABLE.

President — W. H. Maurer, Steubenville.
 Secretary — W. H. Maurer, Steubenville.
 Place — Steubenville.
 Time — November 1 and 2.

STATE ASSOCIATION OF SCHOOL EXAMINERS.

President — Horace A. Stokes, Delaware.
 Secretary — C. L. Martzloff, New Lexington.
 Place — Columbus.
 Time — Christmas week.

STATE ASSOCIATION OF TOWNSHIP SUPERINTENDENTS.

President — A. B. Graham, Springfield.
 Secretary — D. H. Barnes, Osborn.
 Place — Columbus.
 Time — Christmas week.

STATE ASSOCIATION OF SCHOOL BOARD MEMBERS.

President — H. S. Prophet, Lima.
 Secretary — J. A. Williams, Columbus.
 Place — Columbus.
 Time — To be determined by executive committee.

BOOKS AND MAGAZINES.

American Book Co., Cincinnati, Ohio.

A Brief French Course. By Antoine Muzzarelli, Officier d'Académie, Professor of Modern Languages and Literature, author of "The Academic French Course." Cloth, 12mo, 394 pages. Price, \$1.25.

Introduction to Caesar. By M. L. Brittain, A.B., Supt. of Fulton County schools, late head of the Department of Languages, Boys' High School, Atlanta, Ga. Cloth, 12mo, 171 pages. With map of Caesar's campaigns and illustrations. Price, \$0.75.

Lessons in Physical Geography. By Charles R. Dryer, M.A., F.G.S. A., Professor of Geography, Indiana State Normal School. Half-leather, 12mo, illustrated, 430 pages. Price, \$1.20.

New Education Readers — Book IV. By A. J. Demarest, Superintendent of Public Instruction, Hoboken, N. J., and William M. Van Sickel, Superintendent of Schools, North Bergen, N. J. Cloth, illustrated, 12mo, 176 pages. Price 45 cents.

Educational Publishing Company, Boston.

Graded Memory Selections. Arranged by S. D. Waterman, Superintendent of Schools, Berkely, Cal.; J. W. McClymonds, Oakland Cal., and C. C. Hughes, Superintendent of Schools, Alameda, Cal.

Ginn & Company, Chicago, Ill.

The Stars in Song and Legend. By Jermain G. Porter, Director of Cincinnati Observatory and Professor of Astronomy in the University of Cincinnati. The literary and legendary side of astronomy is presented in this book. It has unique interest in its portrayal of the mythology of the sky as embodied in the classic stories of Greece, in the folklore of more recent periods, and in much of our best literature. Cloth, xiv+129 pages, illustrated. Mailing price, 55 cents.

A History and Description of Roman Political Institutions. By Frank Frost Abbott, Professor of Latin in the University of Chicago. Cloth, 437 pages. Mailing price, \$1.60.

D. C. Heath & Co., Boston, Mass.

Child-Life in Japan and Japanese Child Stories. By Mrs. M. Chaplin Ayrton, edited with introduction and notes by William Elliot Griffis, L.H. D., author of *The Mikado's Empire and Japanese Fairy World*.

Heath's Home and School Classics. History of the Robins. By Mrs. Trimmer. Edited by Edward E. Hale.

Rab and His Friends and Other Sketches. By John Brown, M. D. Introduction by Thomas E. Balliet.

Dolph Heyliger. By Washington Irving. Edited by George H. Brown.

So-Fat and Mew-Mew. By Georgina M. Clark. Edited by Lucy Wheelock.

The Rose and the Ring. By W. M. Thackeray. Introduction by Edward Everett Hale.

Sophie. Adapted from the French of Madame DeSegur by Charles Welsh. Edited by Ada Van Stone Harris.

Tales from Shakespeare. By Charles and Mary Lamb. Part I. Preface by Elizabeth Stuart Phelps Ward.

These books are all illustrated and contain good literature for children at home and in school. Published monthly. Price 10 and 15 cents, paper; 20, 25 and 30 cents, cloth. Yearly, 12 numbers, post free, in paper covers, \$1.25.

Houghton, Mifflin & Co., Boston, Mass.

England's Story; A History for Grammar and High Schools. By Eva March Tappan, Ph. D., head of the English Department, English High School, Worcester, Mass.; and author of *In the Days of Alfred the Great*, etc. With summaries, genealogies and index; also with more than 100 illustrations and maps. *England's Story* is a narration of the principal events of English History from Julius Caesar down to the present date, told in simple and pleasing language. Price, 85 cents.

Little, Brown & Co., Boston, Mass.

Morgan's Men, Containing Adventures of Stuart Schuyler, Captain of Cavalry during the Revolu-

tion. By John Preston True, author of *Their Club and Ours*, *Shoulder Arms*, etc.

Silver, Burdette & Co., Boston, Mass.

"The Last Days of President McKinley," by Walter Wellman, in the *Review of Reviews* for October, is the most comprehensive account of the Buffalo tragedy that has appeared in print.

The November Century — in many respects an unusually striking number, will begin the magazine's thirty-second year, which is to be a year of American humor.

Dr. Edward Everett Hale is just beginning to publish in *The Outlook* a series of papers under the title "Memories of a Hundred Years."

In the November *Forum* Price Collier makes Virgil's famous account of the games in the fifth book of the *Æneid* the basis of a very interesting comparison between the codes of honor of ancient and modern Athletics.

Representative S. W. McCall contributes his memorable Dartmouth address on Daniel Webster, from which the *Atlantic* uses valuable and vital parts which have not been exploited by the daily press.

THE OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION.

VOL. L.

DECEMBER, 1901.

No. 12

THE SCHOOL GIRL.

BY W. H. VENABLE.

From some sweet home, the morning train
Brings to the city
Five days a week, in sun or rain,
Returning like a song's refrain,
A school girl pretty.

An violet's unaffected grace
Is dainty miss's,
Yet, in her shy, expressive face,
The touch of urban arts I trace, —
And artifices.

No one but she and Heaven, knows
Of what she's thinking;
It may be either books or beaux,
Fine scholarship or stylish clothes,
Per cents or prinking.

How happy must the household be,
This morn who kissed her;
Not every one can make so free;
Who sees her, inly wishes she
Were his own sister.

How favored is the book she cons,
The slate she uses,
The hat she lightly doffs and dons,
The orient sun-shade that she owns,
The desk she chooses.

Is she familiar with the wars
Of Julius Cæsar?
Do crucibles and Leyden jars,
And Euclid, and the moons of Mars,
And Browning, please her?

She studies music, I opine;
O day of knowledge!
And other mysteries divine,
Of imitation or design,
Taught in the college.

A charm attends her everywhere;
A sense of beauty;
Care smiles to see her free of care;
The hard heart loves her unaware;
Age pays her duty.

Her innocence is panoply;
Her weakness, power;
The earth her guardian, and the sky;
God's every star is her ally,
And every flower.

LATEST DISCOVERIES IN SCIENCE AND HOW TO TEACH THEM.

BY J. A. CULLER.

Basal concepts are exceedingly important in any scheme of education. With these progress is easy and rapid, without them all is likely to be in confusion. A pupil who

once has a proper concept of a mountain can easily form a mental picture of one which is higher or lower, clad in forests, or snow-capped.

Just so in regard to these scientific subjects. Any one who has tried, knows how difficult it is to explain certain scientific facts to one who has no clear conception of the fundamental facts of that science. *E. g.* Just how a street car is propelled by electricity; how the spectrum can give any knowledge of the constitution of the sun and stars; or how it is possible to communicate intelligence from place to place without any sense connection between the places. It is plain that the main purpose of science teaching is not to explain wonders and curios but to fix basal concepts so that the pupil will be able to listen and to read intelligently and beside do some thinking for himself.

Nothing is so important in the study of matter and energy as their indestructibility, their conservation, and correlation. The most important thing about weight is the distinction between it and mass. A machine is not intelligible until we know that the power multiplied by the distance through which the power moves is equal to the resistance multiplied by the distance through which it moves. The great wonders in electrical science are *only* wonders unless one understands well the great principle of induction.

Our first claim then is that the proper way to teach the latest discoveries in science is to put the pupil in possession of these basal concepts,—many of them the old

and tried facts of science—and then it will be found that the great discoveries with which we are occasionally startled are only an application or modification of what we already well know. It happens once in a while, however, that we are dazed by a discovery for which we were not prepared, and then we must all go into the first primary class again and, as it were, make use of shoe pegs, splints, and beans, until a proper mental concept has been formed, but those who are grounded in the old will always have something to help them quicker to the new.

Now, there are a great many late discoveries in science. We have grown somewhat used to miracles. On November 3 regular train service from the Atlantic to the Pacific was established, the trip to take only four nights, yet this announcement hardly attracted a passing notice.

Professions for which people used to be burned or imprisoned for being in league with the Devil seem now to be the order of the day.

Let us look at a few of the discoveries of late years.

We will select some that have been most talked about. The talk does not make them any less great, but on the other hand does not prove them greater than others which have never been described in the columns of a newspaper.

In 1895 was announced the discovery of Argon. This easily

ranks as one of the great modern discoveries. For 100 years scientific men felt quite sure that they could not be mistaken about the composition of the air, and yet Lord Raleigh and Prof. Ramsay in face of most aggravating obstacles proved to the world that there is and always has been in this old air of ours, an elementary gas now called Argon, which had hitherto eluded discovery, notwithstanding all the refinements of analysis to which the air had been subjected, or if it ever did appear as a residuum, its existence was attributed rather to inaccuracy of experiment with the nitrogen.

Argon is a colorless, tasteless, odorless gas, less active than nitrogen in combining with other substances, forms about 1-125 of the volume of the atmosphere and 1-120 of its weight; or two ounces of the 15 pounds pressure to the inch is due to Argon. In teaching this subject it, of course, can not be expected that pupils will repeat the processes of the discoverers. Even if the pupil had the time, money, and inclination, the results of such an experiment would be in most cases meaningless. The operation in short consists in passing air through such chemical compounds that all known constituents will be removed. Hot copper filings will remove the oxygen, soda-lime and phosphorus pentoxide will remove the moisture and other impurities; heated turnings of mag-

nesium will combine with the nitrogen, and still there is left over a gas which has been properly named Argon, from the Greek alpha privative and ergon, because of its lack of energy in going into combination.

The great value to the student will consist in the fact that an understanding of the methods employed will impress him with the truth that attention to minute details, to delicate measurements, and small quantities may, as in this case, lead to a great discovery. The weight of a certain volume of nitrogen from other source than air was 2.3001, while the same volume from air was 2.3100. This difference would be considered intolerable by a careful scientist, and so this discovery is classed as another "triumph of the last place of decimals."

The X-rays will certainly need to be mentioned in the list of modern discoveries, and yet it is difficult to assign any date if we are to give full credit to those scientists who long before patiently advanced step by step toward the X-rays. It was while following up the researches of Hertz and Lenard that Dr. Roentgen made the discovery which has rendered his name a household word the world over. He had encased a Crook's tube in a covering of black paper impervious to ordinary light and noticed that a sheet of paper sensitized with barium platino-cyanide which was lying near by, was rendered lumi-

nescent, and that objects placed between the tube and the paper would intercept these rays in proportion to the density of the substance. Thus bone would cast a deeper shadow on the paper than flesh, and lead or iron still deeper than bone and thus these objects could be distinguished either in the fluoroscope or by a permanent effect on a photographic plate; but it had been shown by Professor Hertz in 1891 and by Dr. Lenard in 1894 that these cathode rays would not only penetrate wood, aluminum, and other substances but even affect a photographic plate beyond. Wherein then does Dr. Roentgen deserve so great credit? We all know how much fame attaches to the winner of a race even if the difference between the victor and his competitor is less than the width of the hand. We often hear it said that there is little difference between men in any one class and yet this little makes all the difference in the world. Aside from any consideration of this kind, Dr. Roentgen deserves all the fame that has come to him, from the fact that he has revealed the existence of a ray (whether different in kind or not) of incomparably greater range and penetrative

power, and hence one which becomes a factor in the affairs of the world. This subject ought to be taught with appropriate apparatus. There are not enough of the right kind of concepts even in the mind of intelligent grown people to make an oral or written description entirely satisfactory. A very satisfactory outfit for demonstration and even medical purposes can now be purchased at moderate cost. An efficient influence machine that will give a spark 8 inches long can be bought for \$52.00. A fluoroscope with screen covered with barium platino-cyanide costs \$9.00 for 4x5 inches. The tungstate of calcium is cheaper but not so good. The tube costs \$7.70. So, for \$70.00 a complete and efficient outfit can be secured, and not more than half of this can properly be charged up to the X-ray outfit, for we now have an efficient static machine which will serve as a foundation piece to make plain and interesting numerous other phases of electricity. The little machine now in many laboratories which may give a two or three-inch spark in winter, and seldom if ever works in summer, is practically of no account at any time.

(To be Continued.)

O. T. R. C. DEPARTMENT.

THINKING RELATIONS.

By N. C. Schaeffer.

It is natural for the mind at first to think of things as isolated units. A higher stage of intellectual development is reached when things are thought of in their relations. Take for example, coal, petroleum, and natural gas. Most boys and girls in Pennsylvania know these not from books but from observation and experience. Every child that is not born blind knows what light is — especially sun-light. A magnificent step of progress is made when the pupil perceives the relation between the four things named. As soon as he learns to think of coal as solid sunlight, of petroleum as liquid sunlight and of natural gas as sunlight in the third state of matter, he is beginning to grasp the scientific explanation of the origin of the three substances which are adding so much wealth to Pennsylvania and the adjacent states.

Take another instance. Many Pennsylvanians have lamented that there is no gold or silver or coal in the range, called the North Mountain. To the average eye it has no value beyond the scenery which it beautifies for every inhabitant of what the geologists call the Great Valley. Professor

Lesley says that people should not look into the mouth of so valuable a gift horse, that the North Mountain has condensed the clouds into rains and made the valley one of the richest agricultural regions in the world. The effect of this Mountain range, is even felt by Lancaster county, and this gift horse, so useless in the eyes of many practical men, is thus shown up in its true value to the region which according to an English authority can boast of the finest farming on the face of the earth.

The thinking of relations is the beginning of science. What is Science? It is the knowledge of things in their causes. "Cause and sequence," is a law of the universe. In the domain of thought, reason and consequence correspond to cause and effect in the domain of nature. When the mind can be made to *know*, by thinking cause as the reason and effect as the consequence or conclusion that flows from the reason, we get scientific knowledge of the first order. But sometimes the relations of the natural world are reversed when the mind thinks them. In other words the effect becomes the reason for a conclusion which states the cause as a goal towards which the reasoning process moves. Sometimes the

order which the mind has followed in original investigation, is the best order of instruction. At other times the order of discovery is the reverse of the best order of instruction. For illustrations the reader is referred to the writer's chapter on the Building of Concepts in the volume on "Thinking and Learning to Think."

There are many other relations of which the mind takes cognizance. Among these the relation of means to end, and the relation of the general to the particular, are forever coming into notice in school work. As soon as the mind wakes up to these relations, the mechanical or verbal memory steps into the background, and rote teaching drives the pupil from the school room. One reason why so many boys leave school in the grammar grade, is found in the failure of teachers to appeal to the understanding through exercises designed to make pupils think the relations of things as one sees them on the farm, in the workshop, and in the laboratory. An appeal to the innate love of a dollar which the boy is anxious to earn and spend, can be made by showing how the services of men are remunerated in the technical trades and professions. The men who think in things and put thought into things, do not earn as much, other things being equal, as the men who have been taught to think relations

and to put them into realities in the domain of action and business.

There is one kind of knowledge which fits men for executive work — the best paid work everywhere — and that is the knowledge of human nature. To know human nature, to think human beings with their interests, and motives and in all their relations to themselves, to God, to the world, is essential to leadership in any form or direction. Hence the executive officers who administer school systems or great institutions of learning, get bigger salaries than those who are simply occupied in the communication of knowledge.

Finally there are grades of thinking so noble and exalted that no one pretends to pay for them in dollars or bank bills. The things of the mind can not always be estimated upon a cash basis. The things of the higher life are not to be measured by filthy lucre. Money is not to be despised provided it does not possess the man and fill the soul to the exclusion of better things. The thoughts of faith, hope, and love which prompt devotion and self-sacrifice, fill some men's minds so entirely that they have no time to make money. They are doing something better, nobler, holier. To enable teachers and pupils to reach this lofty point of view was one of the writer's aims in giving to the profession in book form his lectures on "Thinking and Learning to Think."

SKYWARD. No. 2.

By J. J. Burns.

A direct purpose lurks in these written talks.

Experience with teachers and pupils shows how far from wide and clear is their knowledge of mathematical geography — Earth's characteristics of form, size, and motions; its part in the workings of this great machine, the Universe, and the reactions of the machine upon it.

A fair conception thereof is not framed of memorized propositions and definitions. Ask what the ecliptic is, why does the sun approach our zenith in June, what four elements enter into the cause of the change of seasons in our zone, what proofs have you of the inclination of the earth's axis, explain the phenomenon of the Midnight sun and tell whether there is a similar spectacle in the southern hemisphere, why do you believe that the Earth revolves around the sun? To these questions and a score of others, not seldom your victim knocks with nervous fist upon the door of his memory only to find there is nobody at home, and even if there should be what would it profit beyond the present crisis, the examination?

That "direct purpose" is to try to kindle a love for this glorious spectacle, this heavenly vision of sun, moon, stars, and planets; an active curiosity into our mother Earth's relations to these; a vivid

realization that we live upon a "heavenly body."

The study of the sky will **not only** brighten many dark places in the study of the earth, and **open to us** the door into the most ancient of the natural sciences, but will **tend to** cause the soul to expand with an emotion of sublimity at sight of the temple of the Infinite Architect, its boundless extent, its dazzling beauty, its countless worlds, among which ours is but as a leaf when all the woods are green.

Even in literature, where we might deem ourselves safe from scientific interrogation points, we fall upon passages whose gist escapes us if we have made no "study of the sky." I have made use elsewhere of the comparison Cæsar points to between his own unbending will and the fixity of "the Northern Star."

In the opening lines of the prologue Chaucer politely inquires to us a knowledge of the sun's progress through the signs of the Zodiac, and haply of the precession of the equinoxes. April with his sweet showers has quickened the roots of the plants; "and the younge sonne Hath in the Ram his halfe Cours i-ronne."

In his earnest communication to Horatio, about the ghost Bernardo refers to the skyey time-piece:

"When yond same star that's westward from the pole ·

Had made his course to illumine that
part of heaven
Where now it burns."

and, to the star lover, this passage
is touched with a light seldom seen
on sea or land—though after saying
that a thing is west of the pole it's
well that Shakespeare does not want
a certificate.

What phase of the moon do we see
in Shelley's:

At midnight
The moon rose; and lo! the ethe-
real cliffs
Of Caucasus? —*Alastor*.

Would sun, moon or planet fully
supply the place of "stars" in
the splendors of the firmament
of time
May be eclipsed, but are extinguish-
ed not;
Like stars to their appointed heights
they climb? —*Adonias*.

Do the poets see Venus always
an evening star?

Some shed a mild and silver beam
Like Hesperus o'er the western
sea. —*Queen Mab*.

Where, as to the sun, is this
moon:

"the prow and stern did curl
Horned on high, like the young
moon supine?"
—*Revolt of Islam*.

If all constellations look alike to
you as to many, when you read the

first and profoundest of dramas you
miss much of thrill at the question:

"Canst thou bind the sweet in-
fluence of the Pleiades or loose the
bands of Orion? Canst thou
bring forth Mazzaroth (the signs
of the Zodiac) in his season? or
canst thou guide Arcturus with his
sons?"

At 4 o'clock this morning, Octo-
ber, 11, I looked out of the window
which gives one a view "right
against the eastern gate," though
the house makes an angle of about
30 degrees with its meridian. I
knew the hour because the two stars
of the little dipper farthest from
the pole had just completed their
passage across that window, the ob-
server lying on his bed, not opposite
the window, but in the southerly
end of the room, and the clock has
recently been celebrating that stel-
lar transit by counting four.

Leo was lord of the Zodiac,
stretched full length from Regulus,
another of the twenty we are intro-
ducing ourselves to, marking the
end of the handle of the sickle, to
Denebola, the finis of his leonine
majesty's tail. The sickle in Leo's
head is to my eye the most aptly
named among the constellations.

Cancer, in our present search, is
inconspicuous, as botanists say
about some humble flower, but far-
ther west along the Zodiac is Ge-
mini, the heads of the Twins, Cas-
tor and Pollux, are easily found.
These, with the feet above 20 de-
grees southwest, make a badly

drawn rectangle, and very near one foot is a star, which, my astronomy told me, marks the apparent place of the sun upon that rare day in June when he shines longest. Either Castor or Pollux ranks of the first magnitude, I forget which it is, and they are now hidden in the day, but the difference is not great, and the honor is kept in the family, even if we mistake.

In the southwest is Orion and to the east thereof "the two dogs," Canes Major and Minor. The Alpha of the first, Sirius, is surely worth our attention, standing as it does at the head of the class, the brightest star of the stars. Procyon, the principal star of the Little Dog, rises sometime before Sirius, though it is farther east. How can that be? It gets its name, Procyon, because it is *before-the-dog* in the race across the horizon.

You are not compelled to bid Somnus good-bye at 4:00 a. m. to see the sights I am naming. An hour later will do as well.

Most people who ever look up at all, know the Pleiades, the Seven Stars. You remember the "pretty reason" which the fool gave Lear why there are no more than seven.

Early in the evening for some weeks yet we see this beautiful group in the eastern half of the sky. and, of course, in the Zodiac, as it is in the neck of Taurus, whose head, naturally, is not far away. See that capital V to the east—that's the head, and that fine

yellow star is Aldebaran, the "one" of Pippas line: "And counted your stars the seven and one." I need not say Aldebaran is of the first magnitude. Now, pick out two small stars for the tips of the horns. Next to the Bull on the west is, of course, Aries, the Ram, three stars of perhaps third magnitude, not far apart and forming a scalene triangle—very scalene. It is important as the Zodiac's first sign. Last evening, October 13, at 8 o'clock, I faced the north, then, turning my head to the right, my eye soon took in the Little Dipper, Ursa Minor; still turning my head till I looked into the space from my right shoulder, and there was Aries. At this same time Aldebaran was peering through the branches of an elm not far down the street, and about one-third of the distance from Aldebaran to Polaris shown a great yellow star, Capella, one of the finest of the shining score, and, being far north, that is, comparatively near the celestial pole, it is above our horizon a great part of the time.

At that same handy hour of 8 o'clock, almost directly overhead, was the Swan far, high, above Bryant's wild ducks the path of its certain flight was visible, not alone to the eye of faith, but to the bodily eye. It is forever soaring westward down the Milky Way, a cross in shape, the longer arm four stars, the shorter three, one common to both. South of the Swan is Sagitta the Arrow. Its four stars rather

remind me of a pair of scissors, handle, and rivet, and point.

November 3. On page 486, October Monthly, I set an easy observation lesson, with Saturn and Jupiter as its point of attack. During the lapse between August 25 and now, there has been a change. That first line I pointed out is not straight now. The diagonal, "now continued," passes west of Saturn, and "the line from Jupiter to the lowest of these" does not cross the Dipper's handle. In fact, my diagram is sadly out of date. The Dipper keeps its form, but Jupiter is near the position where Saturn was, in the diagonal prolonged, and has about halved the distance between the two. The space between these planets and Venus is growing less, also. Last evening, while coming from a teachers' gathering in Huron county, I enjoyed the chance of a study of that part of the sky where now these planets burn, and made a new diagram on the back of my copy of the program. Keeping an eye upon my watch I noted that Venus went below the horizon about 6:30 "standard." I cannot be exact, for there was some haze or smoke very close to the ground, into which she passed from sight. At 7:45 Jupiter was near the same vanishing point. While it beckons us in the west let us not be disobedient to the heavenly vision.

At 9:15 I again looked heavenward, as the last number on my day's program. A quadrant from

the zenith through the Pleiades to the horizon passed through the head of Taurus and then into the front of the grandest of all the constellations, *Et nautis infestus Orion*. By a month from now these "heaven's distant lamps" will take this position much earlier. How much, if the earth really does revolve, as well as rotate? And if there is any one of my readers who does not know Orion this outlook may help him to identify it. Once learned, I do not think it can be lost. The picture, like the reality, will endure. It would take a page even, to name the points of interest in Orion, another to treat of Orion in literature. Read what our "Study" says of it, but Fig. 22 is confusing. Fix the two stars of first magnitude, Betelgeuse and Rigel, and the two, Bellatrix and Saiph, which four form the tolerable parallelogram; across the center, the *belt*; hanging therefrom, the *sword*. The belt has a name of its own, "Ell and Yards." There is a rhyme in an old plantation night-song which I've heard the darkies sing under the open:

"Running large, Ell and Yards,
Job's coffin playing at cards."

SUGGESTIVE QUESTIONS ON "THINKING AND LEARNING TO THINK."

CHAPTER VIII.

1. Describe the Socratic Method. Illustrate.

2. What is more important than any method?

3. Into what two classes does the author divide teachers?

4. What is the value of a course of study?

5. What can you say of the unconscious influence of the teacher?

6. What should be the aim of the teacher?

7. What are some of the aids and hindrances to good thinking?

CHAPTER IX.

1. What effect has the reading of good books upon thinking? Give examples.

2. Summarize the advice of Lowell concerning a course of reading. Of Prof. Phelps concerning books.

3. Name two ways in which a book can be read.

4. What effect has careful reading upon one's vocabulary?

5. How can your school readers be used to help the pupils in their thinking and use of language?

6. Is it important that pupils be taught the right use of books? Why?

CHAPTER X.

1. What relation between observation and thinking? Illustrate.

2. Upon what is our best thinking based? How does observation differ from experiment?

3. What is the value of nature-study?

4. What tests should be applied

to methods of teaching reading to beginners?

SUGGESTIVE QUESTIONS ON "THE EXPANSION OF THE AMERICAN PEOPLE."

CHAPTER X.

1. Why was the region south of the Ohio river settled before that north of it?

2. Describe the method of surveying the public lands.

3. Outline the history of the "Ordinance of 1787." What is your opinion of the author's statement, on page 111, that "A vast amount of extravagant praise has been expended upon the provisions of this ordinance of 1787 for the government of the Northwest Territory?"

4. Give the history of the early settlements in the Northwest Territory. In this connection study carefully the map on page 113.

5. What states were formed from this territory?

CHAPTER XI

1. What are the chief provisions of the ordinance of 1787?

2. Who were the first officers appointed under it?

3. Describe the settlement at Marietta.

4. Give incidents illustrating the religious and educational spirit of the people.

5. Give the history of the settlement at Cincinnati; Chillicothe; Cleveland and Gallipolis.

CHAPTER XII

1. Name the various stages given by the author in the evolution of Ohio.

2. Describe the characteristics of the early settlers of Ohio.

3. Give the history of the mining of coal.

4. Describe the means of transportation common in our early history.

CHAPTER XIII.

1. Describe the currency used and the methods of transacting business in the early days.

2. How did the early settlers live? What were some of their dangers and difficulties?

3. Describe their home life.

SUGGESTIVE QUESTIONS ON "THE FRENCH REVOLUTION."

CHAPTER VI.

1. What does the author give as the difference between revolt and revolution? Do you agree with him?

2. Of what is a revolution the result? What was the germ of the French Revolution? Name some of the causes that retarded it.

3. Illustrate the wide-spread revolutionary spirit of this period.

CHAPTER VII

1. Describe the accession of Louis XVI. What was his character?

2. What reforms were attempted?

3. Who was Turgot? What work did he attempt? Why was he dismissed?

4. Describe the financial condition of France at that period. What solution did Necker propose? Why did he resign?

5. How did the American Revolution affect France?

CHAPTER VIII.

1. What abuses followed the dismissal of Necker?

2. What policy did Calonne pursue? Why was he dismissed? Who was his successor? What difficulties did he encounter?

CHAPTER IX.

1. Quote from letters written by Thomas Jefferson at that time.

2. What led to Necker's recall? What financial problem was he compelled to confront?

3. What important order was issued January 24, 1789? State its provisions.

4. When did the States General meet? Of what was it composed? What difficulties arose in connection with its organization?

5. What was "The Oath of the Tennis Court?"

HELPS, HINTS, AND SUGGESTIONS.

CHRISTMAS PROGRAM.

Arranged by E. M. C.

Christmas Song—Selected by the teacher. School.

Recitation—Luke 2-8-14. School.

Recitation—A Christmas Hymn.

By an Older Girl.

Recitation—Christmas in the Heart. By an Older Boy.

Address—The Birthday of Christ. By a Girl of Sixth Year Class.

Christmas Song—Selected by the Teacher. School.

Recitation—Extract from Christmas Bells. By a Girl of First Year Class.

Recitation—A Letter to Santa Claus. By a Boy of First Year Class.

Reading—A Story of the First Christmas. By a Boy of the Fourth Year Class.

Recitation—Old Santa Claus. By a Girl in the Second Year Class.

Recitation—Scaring Santa Claus. By a Boy in the Second Year Class.

Recitation—Extract from Christmas Bells. By a Girl of Fifth Year Class.

Recitation—Christmas everywhere. By a Girl or Boy of Fourth Year Class.

LUKE, CHAPTER 2, VERSES 8-14.

8. And there were in the same country shepherds abiding in the

field, keeping watch over their flock by night.

9. And, lo! the angel of the Lord came upon them and the glory of the Lord shown round about them; and they were sore afraid.

10. And the angel said unto them: Fear not, for, behold, I bring you good tidings of great joy, which shall be to all people.

11. For unto you is born this day in the city of David a Saviour, which is Christ the Lord.

12. And this shall be a sign unto you: Ye shall find the babe wrapped in swaddling clothes, lying in a manger.

13. And suddenly there was with the angel a multitude of the heavenly host, praising God, and saying,

14. Glory to God in the highest and on earth peace, good will toward men.

A CHRISTMAS HYMN.

'Tis Christmas time: The crowded street,

The busy mart,
All witness to the tidings sweet;

And while we start
The yule-log blazing on the hearth,
With measure meet,
While hearts o'erflow with genial mirth,

We haste to greet
The Christmas time.

'Tis Christmas time; the little feet
That trudged their way
The circuit of a twelve-month fleet,
To reach this day,
Are resting for a time to-night.

Now let us pray
The Christ-child still to guide them
right,
And in his way
This Christmas time.

'Tis Christmas time; to men, good
will

On earth be peace.
Let battle trumpet's sound be still
And fightings cease.
May nations come to know the
power

Of reason's sway,
And war-clouds fading every hour
Pass all away
At Christmas time.

'Tis Christmas time, Oh God above,
Our hearts unite
In bonds of sympathy and love
This holy night;
And may the message angels
brought

Inspire the song
That swells to thee; may every
thought
To thee belong
This Christmas time.

Oh Christmas time, Oh holy night
When Christ was born!
That saw the breaking of the light
In perfect morn.
Shine with thy rare effulgence on
And light our way,

'Till we at last behold the dawn
Of perfect day,
In Christ's own time.
—Frank Smith, Morenci, Mich.

CHRISTMAS IN THE HEART.

The snow lies deep upon the
ground,
And winter's brightness all around
Decks bravely out the forest sere,
With jewels of the brave old year.
The coasting crowd upon the hill
With some new spirit seems to
thrill;
And all the temple bells a-chime
Ring out the glee of Christmas
time.

In happy homes the brown oak-
bough
Vies with the red-gemmed holly
now;

And here and there like pearls,
there show
The berries of the mistletoe.
A sprig upon the chandelier
Says to the maidens, "Come not
here!"

Even the pauper of the earth
Some kindly gift has cheered to
mirth!

Within his chamber, dim and cold,
There sits a grasping miser old.
He has no thought save one of
gain,—
To grind and gather and grasp and
drain.

A peel of bells, a merry shout
Assail his ear: he gazes out

Upon a world to him all gray,
And snarls, "Why, this is Christmas Day!"

No, man of ice,—for shame, for shame!
For "Christmas Day" is no mere name.

No, not for you this ringing cheer,
This festal season of the year.
And not for you the chime of bells
From holy temple rolls and swells.
In day and deed he has no part—
Who holds not Christmas in his heart!

—Paul Lawrence Dunbar.

THE BIRTHDAY OF CHRIST.

The birthday of the Redeemer of the world has been observed by Christian peoples ever since the angel announced the first one to the shepherds on the plains of Judea. The starry night, the sleeping flock, the watching shepherds, and the heavenly host praising God are before us in imagination as we celebrate his birth today.

"For unto you is born this day in the city of David a Saviour, which is Christ the Lord." All through the ages from that day to the present time wherever the story is told it has brought "peace on earth good will to men." It has lighted up dark places, comforted the troubled, cheered the sad, rested the weary, and redeemed the sinner. And so Christmas is a joyous time and, as Dickens says, "a good time; a kind, forgiving,

charitable, pleasant time; the only time I know of in the long calendar of the year, when men and women seem by one consent to open their shut-up hearts freely, and to think of people below them as if they really were fellow-passengers to the grave, and not another race of creatures bound on other journeys." I am sure that all of us here today will honor Christmas in our hearts and that we shall try to bless some life and make it brighter because of this Christmas day. E. M. C.

CHRISTMAS BELLS.

Wake me tonight, my mother dear,
That I may hear
The Christmas Bells, so soft and clear,
To high and low glad tidings tell,
How God the Father loved us well;
How God the Eternal Son
Came to undo what we had done.
John Keble.

A LETTER TO SANTA CLAUS.

Dear Old Santa:

Mother says if I'm *very* good
she is sure you will not forget me.
And so I am trying very hard, dear Santa.

I want a drum and sled
And a fine new knife as well,
Some candy and peanuts, too,
And much that I cannot tell.

Sister would like a ribbon blue,
Mother a nice new dress.

Please give father a sweet new pipe
And, then—that's all, I guess.

E. M. C.

A STORY OF THE FIRST CHRISTMAS.

Elon was a little boy who lived when the world first heard the joyous Christmas tidings. His father was a poor Syrian shepherd who tended his flocks on the hills outside of Bethlehem.

Elon for so young a child worked hard and had little pleasure, yet he was not unhappy. Every morning he went off to the meadows to guard the sheep, in whose midst he never missed the companionship of other children. Many a gay frolic he had across the hills with the playful lambs, and many a quiet talk to the gentle sheep, when he told them his childish troubles—for children have their own little trials—and he never failed to see in the mild creatures' eyes the sympathy they could not speak. Elon's heart was full of love for his dumb friends, and there was nothing he would not do for their sake. One night, a lamb—the youngest of the flock and Elon's pet—was missing from the fold. It was growing late, and the little boy was tired and sleepy, but he took his staff and went bravely off in search of the lost lambkin. It was a long and weary hunt, but finally he found the little wanderer out on a lonely road that led towards Bethlehem.

Elon was unable to walk home

again without resting. So he took the lamb in his arms and sat down on a big boulder that lay by the roadside.

It was a dark and lonesome spot where Elon sat, but above him the sky was glittering with the evening stars, and while they were shining Elon had no thought of fear.

Often while tending his father's flocks at night, he had studied the starry heavens. He had traced the constellations and watched the big planets come and go, as the hours advanced, until he felt that he knew all the stars which shone above his native hills. But tonight he saw a strange one in their midst, a great star in whose brilliant light the largest of its companions looked dim.

So absorbed was Elon in gazing at the new star, that he did not see three men riding rapidly down the road. It was not until they had stopped close to where he sat that he became aware of their presence. Elon's brave little heart beat with alarm. He clasped his arms tightly about the lambkin and would have fled from those three strange men who had appeared before him so suddenly.

But the strangers called to him in earnest, kindly tones, "We will not harm you, little one; we wish to ask you a question. Where shall we find the child who is born king of the Jews? We have seen his star in the East and have come

to adore him and to lay our gifts at his feet."

But Elon could not answer their question. His little world was the sheep pastures, and he knew of nothing that had occurred beyond them.

Without another word to the wondering child, the three strangers turned around and rode quickly away.

Elon watched them as they rode down the pathway that led towards Bethlehem, and when he could no longer see them he started on his way home. He trudged patiently along with his lamb asleep in his arms. He did not notice that the hills were dark and lonesome, or that the steep roads were hard to climb; he thought only of the wonderful star and the words which the three strangers had spoken to him. He wished that he, too, could find the child whom the three travelers had come so far to seek. In after years, when Elon had grown to manhood, his wish was gratified. He knew and had reason to love that holy child whom the three men from the East had come to adore, and whose beautiful star Elon had seen shining above the hills of Bethlehem on that first Christmas night.

Lucie Karnes,

In *Half a Hundred Stories for the Little People*.

Published by Milton Bradley Company, Springfield, Mass.

OLD SANTA CLAUS.

Old Santa Claus is a jolly man
Who brings us lots of toys, sir;
And none are happier Christmas
time
Than little girls and boys, sir.

Have you not seen our Santa Claus,
With hair so snowy white, sir?
Just hang your stockings Christmas
eve—

He'll come that very night, sir.

And if you'll watch, perhaps you'll
see

This friend in furs hid deep, sir.
But I have never seen him once—
I'm always fast asleep, sir.

—M. Nora Boylan.

SCARING SANTA CLAUS.

Do you know what I'd like to do
when Santa Claus comes a-
knocking?

I'd like to squeeze up a little, and
hide behind my stocking.
Then when he opened his packet,
I'd say "Boo!" just for fun,
And maybe 'twould scare him so
that he'd leave his presents
and run!

O-h-h! wouldn't that be fun.

—From "How to Celebrate Christmas," published by March Brothers, Lebanon, O.

CHRISTMAS BELLS.

I heard the bells on Christmas Day
Their old familiar carols play,
And wild and sweet
The words repeat

Of peace on earth, good will to
Men!

And thought how, as the day had
come,

The belfries of all Christendom
Had rolled along

The unbroken song

Of peace on earth, good will to
men,

Till, ringing, singing on its way,
The world revolved from night to
day,

A voice, a chime,

A chant sublime

Of peace on earth, good will to
men.

—Henry Wadsworth Longfellow.

CHRISTMAS EVERYWHERE.

Everywhere, everywhere, Christ-
mas tonight!

Christmas in lands of fir-tree and
pine,

Christmas in lands of the palm-tree
and vine,

Christmas where snow peaks stand
solemn and white,

Christmas where cornfields lie sun-
ny and bright!

Christmas where children are hope-
ful and gay,

Christmas where old men are pa-
tient and gray,

Christmas where peace like a dove
in his flight

Broods o'er brave men in the thick
of the fight;

Everywhere, everywhere, Christ-
mas tonight.

For the Christchild who comes is
master of all;

No palace to great and no cottage
to small.

—Phillips Brooks.

PRIMARY NUMBER WORK. No. 3.

By Margaret W. Sutherland.

A few days ago I visited the schoolroom of an intelligent teacher for whom I have great regard. Her school was of the first grade; not made up, however, of those who had entered in September, but of those who had begun their work in April of the previous year and of those who through sickness or for various reasons had not been able to pass on to the second grade. I found her children analyzing numbers in some such way as this: "There are two 4's and 2 over in 10;" There are three 3's and 1 over in 10." In talking the matter over with her I suggested that it was much better for the first and second years of school life to limit the operations to be performed by the children to a single operation between two numbers, giving as my principal reasons for so doing that children taught in that way are much more skilful—more accurate and rapid—in their arithmetical processes in higher grades. To-day I have been reading what Dr. E. E. White says on this subject in his new book, "The Art of Teaching." And as there is no one who writes on the subject of arithmetic who seems to me sounder than he, I wish to strengthen my views by quoting from him: "It is now twenty years

since attention was called to the fact that the Grube method is not in harmony with the sound mathematical or pedagogical principles. It was then shown that the *part* relation and the *factor* relation of numbers are not identical, and that the processes of addition and subtraction (part processes) and multiplication and division (factor processes) have no such immediate connection as necessitates or justifies the teaching of these four processes together from the first. On the contrary, the factor processes, multiplication and division, naturally and logically follow the more primary processes of addition and subtraction, and this natural sequence should be observed in the first lessons in number. Skill in adding and subtracting small numbers is best acquired by continued exercise in these inverse processes. The factor processes should be introduced later, and when introduced should be taught as inverse processes. The logical order is here the true pedagogical order.

The ends to be attained in first lessons in numbers are clear ideas of numbers and skill in primary number processes. To develop a clear idea of a given number, it is not necessary for the child to view it in all possible relations to other known numbers; and skill in number processes is not best attained by mixing unlike operations. Skill in any activity of body or mind is the result of repetition, and hence skill in

any process or art is attained by a repetition of the acts therein. The mixing of unlike processes in the same exercise retards the acquisition of skill."

I take encouragement, also, from the same book from his treatment of "First Lessons in Number" to go on with my work in the MONTHLY for teachers of primary schools since I find what I have already given through its pages and through the notes I have given to my pupils in the Normal School are so thoroughly in accord with the principles established by him.

In the previous articles our lessons were mainly in addition, subtraction, and simple uses of signs. We outlined lessons for teaching number with objects present, with objects not present, but imagined, and with so-called abstract numbers. Incidentally by this time the child may have learned something of multiplication and division. Every year of my life I am more impressed with the value and amount of what children learn without direct teaching. We are startled almost daily by what the little one only fifteen months old, in our household knows; how many names of things she has acquired without any positive teaching on our part, it being our aim to keep her happy and look after her physical development and not to force the mental. But when direct teaching is to be done, it should be careful, and to an extent commensurate

with the child's development, thorough.

It has seemed to me that when a child is started at multiplication and division, it is the latter he sees first; but as each process is to be taught as the reverse of the other, it will not make a very material difference which we teach first. This time the transition from objects present to objects thought of can be made sooner than when we were starting in number work.

Let us imagine ourselves in an ungraded school with our five or six little ones, or in the first year school with one division of the children. If we are in an ungraded school, definite work has been assigned to each class of older pupils; if in the first year primary school, we have already started our other divisions at educative seat-work. If by the wisdom of our Board of Education we have a little table in the room, we have brought the children whose work we wish personally to direct, out to the table and have had them seat themselves quietly in the chairs placed about it. We then tell each child to take from a box of toothpicks that we hold, six sticks and give them to his neighbor, who is to determine whether he has received the right number. If the children are at their own desks, the materials for work may be distributed in the same way. Then we may tell each child to see into how many little groups he can separate his sticks and have the same number

in each group (work in comparison has already fixed the meaning of the expression "same number"). Some questions and answers similar to the following may then be given:

Teacher:—Tom, how many sticks have you in each group?

Tom:—I have three sticks in each group.

Teacher:—How many groups have you, Tom?

Tom:—I have two groups, Miss Lawrence.

Teacher:—All my little children may now fix their sticks as Tom has done. Now, children, how many sticks have you in each group?

Class:—We have three sticks in each group.

Teacher:—How many groups have you, children?

Class:—We have two groups.

(Look after the feebler ones that need help. Be careful, also, that play is not distracting attention from number ideas.)

Pass six counters quickly to each child and then tell the children to divide them into groups just as as they have done before. Then by questioning individuals and class bring out the same idea as before.

Teacher:—How many windows in the room, Kate?

Kate:—There are six windows in the room, Miss Lawrence.

Teacher:—On how many sides of the room are the windows, Charley?

Charley:—The windows are on two sides of the room.

Teacher:—What is it, Lee?

Lee:—The windows are fixed in groups just like our sticks.

Teacher:—I'm glad you noticed that Lee. Helen, if I had six cents to how many little girls could I give three cents each?

Helen:—If you had six cents you could give three cents to each of two little girls.

Teacher:—Good! Jack, if I had six marbles and wanted to divide them equally between two boys, how many marbles could I give to each boy?

Jack:—You could give each boy three marbles.

Teacher:—Class, how many 3's in six?

Class:—There are two 3's in six.

(Call upon individual children and have several repeat the number of 3's in six. Then have the class give it again in concert.)

Teacher:—Mary, if I give Kate twice three sticks, how many sticks will she have?

Mary:—She will have six sticks.

Teacher:—Tom, if I give Mary twice three counters, how many counters will she have?

Tom:—She will have six counters.

Teacher:—Charley, two 3's are how many?

Charley:—Two 3's are six.

Teacher:—Class, two 3's are how many?

Class:—Two 3's are six.

Teacher:—Now, let the chalk say that for us.

(The teacher then writes on the blackboard $3 \times 2 = 6$.)

Teacher:—Would you also like the chalk to say "There are two 3's in six? Well, here it is."

(She then writes $6 \div 3 = 2$.)

Teacher:—Now, when you go to your seats you may write $3 \times 2 = 6$, six times; and $6 \div 3 = 2$, six times also.

In successive lessons bring out the other facts, as follows: $6 \div 2 = 3$, $2 \times 3 = 6$, $6 \div 1 = 6$, $1 \times 6 = 6$, $6 \div 6 \div 1$, $6 \times 1 = 6$.

To those who have taught only in the higher grades and to those fresh from the high schools and colleges, without professional training, it may seem that there is an unnecessary slowness in teaching these facts and a useless amount of repetition in fixing them, but the thoughtful teacher of the primary school knows that one of the wisest maxims for her is "Make haste slowly," and that when she wishes to pass anything over to the region of automatic precision, it must be gone over a great many times. Besides, it is to be understood fully by my class in primary methods in the MONTHLY, as it is by my class in primary methods in my school that individual classes as well as individual pupils are to be studied, and we are to vary our processes of instruction and our amount of drill with the ability of our classes

and of our pupils. No one has taught school many years without knowing that there is such a thing as class individuality.

CURRENT HISTORY.

By F. B. Pearson.

Cleveland, O., Nov. 14.—The steel steamer, Minnetonka, probably the largest vessel ever built on fresh water for ocean trade, has practically been completed at the yards of the American Ship Building company here. She is 443 feet over all, breadth of beam 43.7 feet, and has quadruple expansion engines.

The Minnetonka will be cut in two and towed in halves to Newport News, where she will be welded together again. The cutting in two process is necessary because the canal locks between Lake Erie and Lake Ontario are only large enough to accommodate a boat 250 feet long.—Columbus Dispatch.

* * *

Dr. T. C. Mendenhall, in a recent article discusses the feasibility of utilizing the interior heat of the earth as a source of power. The following extract will be read with interest:

Its importance will be greatly enhanced when we are able to transform heat energy directly into electricity on a large scale and with economy, avoiding the great waste which necessarily accompanies the use of the steam-engine; and this must soon come about.

The power by which, for the most part, the work of the world

will be done during the next few centuries must come, it is believed, from one or more of the sources here considered, the sun, wave motors, etc. They are none of them fanciful; all are, even in the present state of science and art, within reach, and in capacity they are sufficient to satisfy any conceivable future demand. The abandonment of fuel as the chief source of energy is sure to come; its use is accompanied by many well recognized and harmful disadvantages, and it is not improbable that the time will come when men will look upon the era of coal much as we now look upon the stone age of our ancestors.

* * *

The national debt of the United States in 1791 was \$19 per capita; on July 1, 1860, \$2; August 31, 1865, \$80; September 30, 1892, \$13; and at the present time, \$14. The national debt of France is \$150 per capita; of Russia, \$24 and Great Britain \$75. We are pretty comfortable, thank you.

* * *

There is reason to believe that at the coming session of Congress New Mexico, Arizona, and Oklahoma will apply for admission to statehood. The census of 1900 credits New Mexico with a population of 195,310; Arizona, 122,931, and Oklahoma, 398,331. The area of New Mexico is 122,580 square miles; of Arizona, 113,020 and of Oklahoma, 39,030. There are 33 states of the Union whose area exceeds that of the last named territory, and yet it is entitled to a re-

spectful consideration if thrift and energy count for anything. The average attendance in the schools last year was 85,635; 295 students in the University, 366 students in the Agricultural and Mechanical College and 353 students in the two Normal schools. The territory has more than 900 church organizations and, on the whole, it has had a development that is remarkable.

* * *

Reading between the lines, the student of history must have discovered long since that Russia is aiming at nothing less than supremacy in the affairs of Europe and Asia. All her internal improvements, all her plans for the acquisition of territory, and her aggressiveness in all international affairs all bear evidence of this fact. But there is still another element in the case that is significant. Russia has approximately five billion dollars in gold hoarded away in her coffers and the hoarding process continues. This amount is about equal to the world's supply of coin and bullion, and in time, if her present plan continues, she will have gained control of the bulk of the gold, which will enable her to dominate the affairs of the Eastern continent without war.

* * *

Reciprocity is in the air, and the men who control the destiny of our nation have been compelled, by the progress of events, to look beyond the limits of our national domain, so as to discover the true meaning

of our relations to other nations. Time was when the states of our Union considered themselves independent of other states, but they soon discovered their error. Now a like condition of affairs, touching our relation to other countries, confronts us. With a large surplus of products seeking a market, our statesmen are brought to face a problem as broad as the subject of economics, as far reaching as the principle of supply and demand.

* * *

When once the Isthmian Canal is made by the United States, opened to the whole world on equal terms, and held so strongly that no power at war with Great Britain will be able to violate its neutrality, the nation will realize that instead of the abrogation of the Clayton-Bulwer treaty proving an injury, it is a great benefit. The notion that America, though she will make, work, and hold the canal, should bind herself to preserve its neutrality as regards a power with which she is at war, is absurd. Such a stipulation would not, and could not, be observed for ten minutes after war had been declared. An American isthmian canal, like everything else American, will be used against America's enemies in case of war. Whatever the jurists may say, we should do the same in the case of the Suez canal.—London Spectator.

* * *

The recent publication in Paris of Victor Hugo's posthumous

work, "Postscriptum de Ma Vie," has revived the discussion as to whether the author was a philosophical thinker. Whether a philosopher or not, as a writer he had a style that was unique, as the following excerpt illustrates:

The poem of woman abides through the history of mankind, now and then bursting forth into sublime songs, two of the most beautiful of which are Mary, Mere de Dieu, and Jeanne d'Arc, Mere de Peuple, two virgins who have given birth to children; one the Christ, the other France.

A republic like that of the United States of America, made of only one principle, excepts with calm all struggles and shocks of thought. Even in the most grandiose or fiercest forms every liberty of the human mind may without peril make there its most formidable leaps. The bulls are huge in bulk; the elephants are enormous; the lions are gigantic, but the arena is of granite.

ARITHMETIC.

By Ed. M. Mills.

1. The interest on U. S. 4% bonds is payable quarterly in gold; granting that the quarterly income from these bonds might be immediately loaned at 6%, simple interest, payable in gold, what would the income on 20 1,000-dollar bonds amount to in 5 years, with gold at \$1.05?

SOLUTION.

Four per cent of \$20,000 for 3 months=\$200, interest on bonds for one quarter. In a period of 5

years there would be *twenty* such intervals, and the bonds would, therefore, earn twenty times \$200, or \$4,000.

The first \$200 loaned at 6% would draw interest for 19 quarters, the second for 18, the third for 17, and so on down to the *last but one* which would draw interest for 1 quarter. The last \$200 would be received at the expiration of the 5 years, and of course could not draw any interest for any part of that time.

Now the interest on the *first* \$200 for 19 quarters + the interest on the second \$200 for 18 quarters + the interest on the third \$200 for 17 quarters, and so on down to the *last but one*, would be the same as the interest on *one* \$200 for the *sum* of all these intervals.

The sum of the series, $19+18+17+\dots+1=190$; hence, 6% of \$200 for 190 quarters=\$570, additional income.

$\$4,000+\$570=\$4,570$, total income in gold.

\$1 in gold=\$1.05 in currency; hence,

$\$4,570$ in gold= $\$4,570 \times \$1.05 = \$4,798.50$ total income required.

2. A man being asked the time of day, replied that 1-5 of the time past 8 o'clock a. m., equaled 1-3 of the time from now to midnight again; what was the time?

SOLUTION.

Let 5%=time from 8 o'clock a. m., till now; then

3% = time from now to midnight again.

5% + 3% = 8%, time from 8 o'clock to midnight again.

But the time from 8 o'clock a. m. to midnight equals 16 hours.

∴ 8% = 16 hours,

1% = 2 hours, and

5% = 10 hours, time from 8 o'clock a. m. till now.

Adding 10 hours to 8 o'clock a. m. gives 6 o'clock p. m.

3. A lady being asked the time of day replied, it is between 4 and 5 o'clock, and the hour and minute hands are together; what was the time?

SOLUTION.

At 4 o'clock the minute hand was at 12, and the hour hand at 4, and they were just 20 minutes apart. In coming into the required position, the hour hand will move over a certain space, which call 1%, and the minute hand must move over 20 minutes + 1%. Then, since the minute hand moves 12 times as fast as the hour hand, we have,

12% = 20 minutes + 1%;

11% = 20 minutes,

1% = $1\frac{1}{11}$ minutes.

∴ $20 + 1\frac{1}{11} = 21\frac{1}{11}$ minutes past 4 o'clock is the required time.

4. If 3 acres of grass, together with what grew on the 3 acres while they were grazing, keep 12 oxen 4 weeks, and in the same manner 5 acres keep 15 oxen 6 weeks; how many oxen can, in the same manner, graze on 6 acres for 8 weeks?

SOLUTION.

Let 10% = amount of grass 1 ox can eat in 1 week. Then, $12 \times 4 \times 10\% = 480\%$, whole amount of grass on 3 acres, by first condition; hence, $1 - 3$ of $480\% = 160\%$, whole amount of grass on 1 acre in 4 weeks.

$15 \times 6 \times 10\% = 900\%$, whole amount of grass on 5 acres in 6 weeks, by the second condition. Hence, $1 - 5$ of $900\% = 180\%$, whole amount on 1 acre in 6 weeks.

Then, $180\% - 160\% = 20\%$, amount of grass that grew on 1 acre in the difference of time, 2 weeks. Hence, $\frac{1}{2}$ of $20\% = 10\%$, amount that grew on 1 acre in 1 week. Then, $4 \times 10\% = 40\%$, amount that grew on 1 acre in 4 weeks, first condition. Hence, $160\% - 40\% = 120\%$, the amount grass standing upon 1 acre of ground at the beginning.

$6 \times 120\% = 720\%$, amount of grass standing on 6 acres in the third case; and $6 \times 8 \times 10\% = 480\%$, the amount of grass that would grow on 6 acres while the oxen were eating. Hence, $720\% + 480\% = 1200\%$, whole amount consumed by the oxen, in this case. $8 \times 10\% = 80\%$, amount eaten by one ox; hence, $1200\% \div 80\% = 15$, number of oxen 6 acres will keep for 8 weeks.

5. A cattle dealer sold a car load of cattle at \$54 a head, which was 10% less than his asking price; by the sale he suffered a loss equal

to 20% of his asking price; find his true rate of loss.

SOLUTION.

Let 100% = the asking price; then,

90% = selling price.

But \$54 = selling price.

$\therefore 90\% = \$54$.

$1\% = \frac{1}{90}$ of \$54 = \$.60, and

$100\% = 100 \times \$.60 = \60 , asking price.

20% of \$60 = \$12, loss on each head of cattle sold for \$54.

Hence, $\$54 + \$12 = \$66$, the cost per head.

The problem is now reduced to the question: What per cent of \$66 is \$12? This is found to be $18\frac{1}{3}\%$.

$\therefore 18\frac{1}{3}\% = \text{rate of loss required.}$

COUNTY EXAMINATION QUESTIONS.

(Each month examination questions from some county in the state will be published for the benefit of teachers who desire to know something of the character of the questions asked in the different counties or who desire to make use of such questions in their own study or teaching.)

Knox County—Examiners, A. C. D. Metzger, J. S. Barnhard and J. K. Baxter.

THEORY AND PRACTICE.

1. How long have you taught?
2. Are you studying any scientific text book beyond your regular school work? What is it?
3. What

branch may correlate with grammar? With arithmetic? With history? With reading? With physiology? 4. What branch in our schools usually receives the least attention? Why? 5. Write a page on what you have learned from Schæffer's "Thinking and Learning to Think."

READING.

"There was a sound of revelry by night,
And Belgium's capital had gathered there
Her beauty and her chivalry, and
bright
The lamps shone o'er fair women
and brave men;
A thousand hearts beat happily;
and when
Music arose with its voluptuous
swell,
Soft eyes looked love to eyes which
spake again,
And all went merry as a marriage
bell;
But hush! hark! a deep sound
strikes like a rising knell!"

1. The above is an extract from what well known poem?
2. Who wrote it?
3. Give a brief sketch of the author.
4. What do you think of him as a poet?
5. What is meant by "Belgium's Capital?"
6. What historic event is he describing in this poem?
7. Complete the story briefly.
8. What qualities of voice should characterize the correct reading of the last two lines of the above stanza?
- 9.

Would you seek to secure from all classes of pupils an equally satisfactory vocal rendering of the stanza?

10. What two noted persons are suggested to you in reading the poem?

ARITHMETIC

Two men form a partnership for trading; A's capital is \$3,500, B's \$4,800. At the end of 7 months how much must A put in that he may receive one-half of the year's gain?

2. I invested \$6,345 in bonds at $104\frac{1}{2}$, brokerage $1\frac{1}{4}\%$. How much would I gain by selling the same at $113\frac{1}{4}$, brokerage $1\frac{1}{2}\%$?

3. James Walker contracted to build a stone wall 180 rd. long in 21 days. He employed 45 men 12 days, who built $412\frac{1}{2}$ yards. How many more men must be employed to finish the work in the 21 days?

4. I paid 3 times as much for a buggy as for a harness; had the buggy cost 10% more and the harness 10% less, they would have cost \$126; find cost of each?

5. A commission merchant who charges $1\frac{3}{4}\%$ purchases for me 145 barrels of sugar, pays for freight \$12.50, making the whole bill \$2255.07. If there were 190 pounds of sugar in each barrel, what was the price of the sugar per pound, and what was the amount of commission?

6. The area of a triangular field is 6 acres and 36 sq. rds; the base is 64 rods. What is the perpendicular distance from the base to the opposite angle?

U. S. HISTORY.

1. Locate the territory within the present limits of the United States claimed by each of the five different European nations early in the seventeenth century.

2. What can you say of the educational facilities of the northern colonies as compared with those of the southern colonies?

3. When did the constitution of the United States go into effect? Name the political parties at the time, giving the attitude of each toward the constitution.

4. What parts of civil government would you teach your history class in connection with the study of Washington's administration? Of Lincoln's?

5. Why did the colonies declare their independence of England? Where can you find their own statement of their justification of their act?

6. On what grounds did the southern states claim the right to secede from the Union?

7. What elements in the character of each of the following men should be emphasized in studying colonial history: John Smith? William Penn? Lord Berkeley? James Oglethorp? Lord Baltimore?

8. What can you say of history studies as a means of character building? Give reasons for your answer.

GEOGRAPHY.

1. How can the study of geography be made helpful in cultivating the imagination?

2. What are trade winds? Anti-trade winds?

Monsoons? Which direction does each blow in July? 3. Name three routes between New York City and ports of China. 4. In which states of the United States are the largest forests now found? 5. Discuss Cuba with reference to position, extent, surface, and productions. 6. Where is the true source of the Missouri river? 7. What is climate? Why do not all places having the same latitude have the same climate? 8. Where would you go to see the following: The leaning tower of Pisa? The Pyramids? The Matterhorn? The Garden of the Gods? Westminster Abbey? Mammoth Cave? Yellowstone Park? Niagara Falls? Golden Gate? Khyber Pass? Bunker Hill Monument? The Vatican?

PHYSIOLOGY.

1. Define energy. What is the source of all energy? 2. What is metabolism? 3. Name some preventable diseases and tell how to prevent them. 4. Give a drawing of the right arm and write thereon the names of the bones. 5. Name and give examples of the different kinds of joints. 6. To what class of animals does man belong? 7. Describe the mucous membrane. How extensive is it? 8. Define deglutition, ileocecal valve, hepatic duct and portal vein. 9. Name the four most important things in which

we should observe regularity. 10. The boy says, "Jones drinks and it does not hurt him, why will it hurt me?" Answer the boy.

ORTHOGRAPHY.

1. Give the meaning of the following as used in Orthography: (1) Word, (2) letter, (3) affix, (4) homonym, (5) substitute, (6) mute, (7) consonant, (8) pronunciation, (9) vocal and (10) cognate. 2. Give five rules that are helpful to the pupil in his study of spelling. 3. Should punctuation be included in the study of Orthography? Why? 4. Write ten prefixes and give meaning and use of each in words. 5. Your writing will be graded from this paper.

GRAMMAR.

1. Outline in full "The Sentence." Give examples in every case. 2. Give construction of each word in the following: To do one's duty, is not to be undutiful to those that are ignorant of doing what they should do. 3. Define analysis, parsing, and syntax, and give each in the following: Writing letters is more pleasant than scolding children. 4. Define principal parts, and give their use in the study of the verb. 5. Give a complete synopsis of the verb *see* in second person plural.

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THE next State Examination will be held in Columbus, December 26-28, 1901. All communications regarding it should be addressed to W. H. Meck, Dayton, Ohio, clerk of board.

WITH this number the first half century of the life of the MONTHLY ends. The story of this life was briefly told in the Anniversary Number issued last July. Whatever may be said of criticism or commendation of its work in the past, we believe all will agree that its constant aim and purpose have been to help the teachers in their work and thereby do something for the cause of education. For the constant support and encouragement which have come to the present editor in the years that he has had charge of its publication, we

desire to express our hearty appreciation.

THE happy holiday season will soon be here, and we sincerely hope that the MONTHLY FAMILY may find in it much of pleasure and joy. Surely no one has a better right to a Merry Christmas than the teachers of our land who do so much for both the present and future welfare and happiness of the children.

WE trust that the Christmas program arranged for our readers in this issue may prove suggestive to all and specially helpful to those who may not have the advantage of libraries from which to select the material needed for such an exercise. It is a special pleasure to include in this Program the beautiful *Christmas Hymn* by Supt. Frank Smith of Morenci, Mich.—a former Ohio teacher.

THE study of psychology of the sensible kind conducted in a sensible way is undoubtedly a valuable one for teachers to pursue, but when it is carried to the silly extreme of attempting to explain all the little peculiarities of habit and action, it very justly becomes a laughing-stock with sensible people. Not long since an institute instructor in another state, in using the right hand to hold the eraser used in cleaning off the blackboard, solemnly observed that that action

had a psychological basis which would be explained if time permitted. There were those present who were devoutly thankful that lack of time saved them from the torture of listening to such an explanation, but who felt in anything but a prayerful mood at the thought of any one's attempting such an explanation under any circumstances.

OUR readers will be glad to know that Dr. W. H. Venable's charming lecture on "Tom Tad" has been expanded into a good sized story which is now ready for publication. It will soon follow "A Dream of Empire" into the world of books, and will undoubtedly meet with the same cordial reception with which Dr. Venable's productions are always greeted.

WE take pleasure in calling special attention to Circular I recently issued by the Department of Education, World's Fair, St. Louis, and signed by Howard J. Rogers, Chief of the Department, to whom all correspondence relating to it should be addressed. It will be remembered that on August 20, 1901, President McKinley issued a proclamation inviting all the nations of the world to participate in this great Exposition, which will be held in Forest Park, St. Louis, May 1 to November 30, 1903. This Exposition has been projected upon such a large scale as to render pos-

sible, for the first time in the history of expositions, the use of a separate building for the educational exhibit, and thus provide for a comparative display of the educational systems of all the leading nations of the world. It is needless to state that the United States will have a special interest in this exhibit, and that all teachers and school officials should do all in their power to aid in making it a success. Applications for space and for circulars giving full information regarding the plans of the exhibit and the character of the work to be sent in should be made at once to Howard J. Rogers, Chief, Department of Education, World's Fair, St. Louis.

Is it right for a teacher to prepare for some other profession while he is engaged in teaching? is a question often asked. We have no desire to volunteer an answer in this connection, further than to suggest that a school taught by a teacher who is reading law or medicine is greatly to be preferred to one taught by a teacher who is not reading anything. The teacher who does not read systematically and persistently must grow weaker day by day. His reserve power can not be maintained without adding to it constantly from the great storehouse of the world's best thought as recorded by its great thinkers and writers. Not to have one's

thoughts stimulated and directed by something outside of and higher and better than the daily routine of one's life is usually not to think at all. No one is in greater need of such stimulation and direction than the teacher, and one of the most hopeful signs of the times, from an educational standpoint, is found in the fact that so many teachers are ready to take advantage of any and every agency which promises help in the direction of self-improvement and self-culture. It is this anxiety to grow that accounts for the success of the Ohio Teachers' Reading Circle and similar organizations in this and other states. Fortunately for all concerned, those who have had the direction of this movement in Ohio have wisely planned it upon such a broad foundation that those who read the course are not confined to pedagogical literature. For this we should all be profoundly thankful for we are thereby relieved in part at least of the sad results which are sometimes so plainly seen in the person of the professionally professional teacher whose narrowness is shown by his inability to think or talk upon any subject not directly connected with the work of the school room. While every teacher should be professional to a reasonable extent, it should always be kept in mind that general culture is absolutely essential to that broader influence and success at which every true teacher aims, and all agencies

which help to bring the teacher in touch with the various means which tend to produce such general culture, should receive the cordial support of all friends of education.

WE hear much in these days about "Yellow Journalism," and as a rule we think of the term as used in connection with papers of a substantial nature, especially characterized by their abusive criticism of persons and policies not in accord with the views of those who are responsible for their utterances. Within the past few weeks the *North American* of Philadelphia has attempted to follow the plan of such papers in the discussion of at least one question relating to the management of public schools.

Its chief point of attack has been a recent utterance of Hon. Henry Houck, Deputy State Supt. of Public Instruction for Pennsylvania, and well known all over Ohio. At one of the institutes Mr. Houck was asked for an opinion regarding corporal punishment in school, to which he very promptly and, in the judgment of the writer, very sensibly replied that he thought there were occasional instances in which nothing else would answer and that when such was the case, the rod should be used. With this opinion the *North American* took issue, as it had a perfect right to do, but in its attempt to defend its course in criticising Mr. Houck's position on

the question under dispute, it resorted to means which would be ludicrous were they not very apt to be harmful. For several issues the pictures of high school boys in various cities were published, accompanied by interviews with them in which corporal punishment was severely condemned and their own views regarding proper and improper punishments freely presented in the authoritative manner which was very natural under the circumstances. The boys are not to be censured for availing themselves of the opportunity to gain a little notoriety which even some older people have been known to crave, but any newspaper which will resort to such methods in the discussion of such a question is certainly deserving of condemnation by all teachers and parents who still believe that good discipline is an important factor in the development of character in both the school and the home.

Conscientious, thoughtful people may differ, and no doubt do differ, in their opinion regarding corporal punishment, but we can not believe that sensible people deem it advisable to consult children at all times and under all circumstances regarding what ought to be done with them when they have been disobedient and rebellious. We know at least one individual who has a profound respect for a teacher who did not consult the pupil's opinion as to what ought to be done at a certain

critical moment, but who had the good, common sense to know what was best for the pupils and force of character sufficient to carry into execution what his judgment told him was the proper thing to do.

It may be in place here to observe that the policy of the *North American* in the case referred to may be simply the logical outcome of the "Pupil Government Fad" which is showing itself in different sections of the country. We believe that pupils should be taught to govern themselves and that, in the majority of instances, the teacher's best work in discipline is to that end, but it is neither advisable nor desirable that all the problems of discipline in the school and home should be turned over to the children for solution. There is still much for older and more experienced heads to consider—still a place in all communities for teachers and parents whose maturer judgment must determine many times what must be done. If the policy of consulting the pupils at all times on all questions is the correct one, then the teachers and the parents of the children might as well vacate the places of authority which have usually been assigned them and prepare for a government of the children and by the children as well as for the children.

"Perhaps the most demoralizing and hurtful result of mob violence is the hardening effect which it has upon our youth. I think it is safe to

say that on an average fifty persons witnessed the execution by lynching of every man or woman that has taken place in this country. According to this, it is safe to say that, within the last sixteen years, one hundred and twenty-five thousand persons have been present when lynchings took place. In each case a large proportion of those who had been drawn to witness the unlawful execution have been children, or those of tender age. One of the saddest remarks that I ever heard come from the lips of a child was when he said, in my presence, that he wished he could see a man burned. I do not think the impression made upon a youth by reason of the fact that he has witnessed the unlawful execution of an individual ever wholly disappears. In some instances, the executions by mobs have not only been witnessed by boys of tender age, but by women."

The preceding extract is quoted by permission from a copyrighted article in *The Sunday School Times* from the pen of Booker T. Washington on LYNCH LAW AND ANARCHY. It is certainly suggestive to every teacher of children. Mr. Washington states in the same article that "the time would seem to have come when the subject of the majesty of the law should be taken up by the ministers in our pulpits throughout the country, and by our Sunday-school teachers, in a way that has never been done before." The public school teachers can also put forth additional effort with the same purpose. All good agencies should join with the home in instilling such reverence for our institu-

tions and such obedience to law as will insure a future citizenship which shall be law-abiding and loyal and true to the institutions which are so dear to all true Americans.

NEXT MEETING OF THE N. E. A.

WINONA, MINN.,

November 22, 1901.

O. T. Corson, Editor *Ohio Educational Monthly*, Columbus, O.:

This moment received authority announce Minneapolis next place meeting July seven to eleven.

IRWIN SHEPARD.

The foregoing telegram is published not simply to furnish the information contained therein but also to explain the silence of the *Monthly* regarding the place of meeting up to this time. We had confidential information relative to the matter several weeks since but felt in honor bound not to make use of such information until officially authorized to do so by the Secretary of the Association.

Now that the selection of the place has been officially announced, we take special pleasure in congratulating the executive committee upon its action. Minneapolis is a beautiful city well adapted in every way to entertain the N. E. A. to the satisfaction of all. Superintendent Jordan is one of the most active and influential members of the Association and is noted for the vigorous manner in which he ex-

cutes anything he undertakes. The local work will be well attended to and this is a very important part in the success of a great meeting such as the N. E. A.

President Beardshear has already done considerable work on the program which his vigorous executive ability and sound judgment insure will be fully up to the standard.

We shall now have an opportunity to visit another section of our great country full of interest to teachers and we feel sure that Ohio will be on hand as usual. State Director Frederick of Lakewood will no doubt push vigorously the organization for Ohio in which work he will be supported by all who are interested in the success of the N. E. A.

EDUCATIONAL NEWS.

W. E. Heichel who had charge of the township high school at Sullivan last year, is now superintendent of schools at Creston.

E. N. Lloyd, for several years a teacher and superintendent in Ohio, is now the editor and proprietor of the *Mantua Herald*.

The Auglaize County Teachers' Association held an excellent meeting at New Knoxville, October 26. Over one hundred teachers were present. Different topics of interest to the teachers were discussed by H. H. Helter, D. S. Bricker, T. A. White, W. T. Trunk, Miss C. Schu-lenberg, P. E. Thomas, D. W. Ran-

dall, E. C. McCollough, U. G. Sanger, and others. The afternoon session closed with an address by Superintendent M. E. Hard of Sidney which was greatly appreciated by all who heard it.

The attendance at the North-eastern Ohio Teachers' Association, held at Warren, October 26, reached five hundred. A cordial greeting was extended by Superintendent C. E. Carey and Mayor W. C. Ward of Warren, which was responded to by Superintendent R. H. Kinnison of Wellington. School Commissioner Bonebrake was present and delivered an address. "The Development of the Pacific Coast Literature" was discussed by Mrs. Edwin F. Moulton and the forenoon session closed with an interesting account of "The Schools of Paris" by Miss Lucia Stickney. At the afternoon session, James B. Smiley addressed the association on "Morals and Manners in Our Schools," and Kirk L. Cowdery answered the question — "Where is Our Target?" The next meeting will be held in Cleveland, February 22, 1902, with Frank J. Roller of Niles, president, and, and F. P. Shumaker, Chagrin Falls, secretary.

The South Eastern Ohio Teachers' Association held its annual meeting at Jackson, October 25 and 26. Superintendent Kinnison, the Executive Committee, and the teachers and citizens of Jackson had made thorough preparation to

receive the teachers, and the program was one of the best in the history of the association. The following educators were present and delivered addresses:

Professor B. O. Higley of O. U., Athens, President of Association — Inaugural Address — Education — Past and Present in Ohio.

Dr. Ellis President of O. U. — The Puritan.

Dr. Chubb — Evening Lecture — The Religious Elements in Shakespeare.

Professor Richard Hardy, Chicago — Art Education.

Principal C. W. Boetticher, Gallipolis — Scientific Elements in the High School Curriculum.

Superintendent West of Middleport responded to the address of welcome delivered by Mayor Jones.

Miss Hyselle of Middleport and Miss Mason of Pomeroy teachers of music rendered vocal solos.

The following officers were elected:

President, Superintendent M. A. Henson, McArthur; secretary-treasurer, Principal G. W. Pilchard, Pomeroy; executive committee, Superintendent Charles J. Britton, Gallipolis; Superintendent S. P. Humphrey, Ironton; Superintendent Aaron Grady, Nelsonville.

The next meeting will be held at Gallipolis the last Friday and Saturday in October, 1902.

The South-Western Ohio Teachers' Association met in the As-

sembly Hall of the High School at Hamilton, Saturday, October 26. The day was ideal, the attendance large and the program excellent. The new president Professor John W. Withers delivered a strong inaugural on "The Mechanics of Thinking." His analysis showed clearly the difference between a "thought" and an "idea," how they are first acquired, their interdependence, and that they grow and develop through a multiplicity of experiences, and hence the children have not the ideas and cannot make the associations that adults are enabled to make.

Charles H. Judd, Ph. D., professor of Psychology and Pedagogy, University of Cincinnati, in a masterly address on the "Psychological Significance of Illusions," showed by a number of illustrations that full perception comes only after many and multiplied experiences in dealing with a thing, and made the conclusion clear, that teachers too often make the mistake of expecting children to see through their little eyes and limited experiences what adulthood sees. That they live in one world and the teacher in quite another, etc., Dr. Judd's address was very suggestive to teachers and was well received.

Dr. Boone of Cincinnati, with characteristic force and polish, discussed the "Secular Value of Hebrew Literature." His hearers were convinced that here was a field far too rich in all that goes to make

character and genuine manhood, to be omitted in any scheme of properly educating children. The paper was voted a very strong contribution to educational thought along this line.

Dr. Hall's "Ideal School,"—an essay in the September Forum was the subject of discussion by Superintendents McKean of Middletown and Keyser of Urbana, and Principal J. T. Tuttle of Dayton. Time did not admit of general discussion, but most were agreed that Dr. Hall's article might contribute somewhat to a conviction that is happily dawning in the minds of educators, viz., that there is a child to educate.

All features of the program were very enjoyable indeed. A resolution endorsing State Normal schools was passed. The next meeting of the South Western will be held in Hamilton on the third Saturday of April, 1902. A feature promised at that meeting is a discussion on, and an exhibit of construction work in the public schools of south-western Ohio.

The Ironton High school is flourishing under the principalship of T. Howard Winters.

We are in receipt of a copy of a valuable catalogue of Mineral Specimens from the Southern States, presented to the Public Schools of Cincinnati by the Southern Railway Company. The Southern States are wonderfully rich in mineral deposits and the Southern Railway

with its allied lines has over 8000 miles of track, penetrating nearly every section of this territory. It will, therefore, be plain to every one that this Company is in a position to collect and distribute information of great interest and value. Teachers of geography will do well to write the Industrial Department Southern Railway, Washington, D. C., for information bearing upon this section of our country.

The first adjourned session of the Darke County Teachers' Institute was an exceedingly profitable one. Professor William N. Trueblood, of Earlham College, Richmond, Ind., read an excellent paper on "The Educational Value of Literature;" Rev. G. W. Anderson, Lima, O., gave a highly instructive lecture on "Bald Heads, In and Out," and Miss Gertrude Herbert, Ansonia, O., gave one of the most profitable addresses on the work of the Primary Teacher that our institute has heard for years.

The Darke County Agricultural Board increases the Educational Exhibit fund \$100, making in all \$250 for distribution to the schools as premiums for work done in the school year 1901-2.

The Summit County Teachers' Association held its first session of the present school year in High School Hall, Akron, O., October 26, 1901.

The following program was carried out: Inaugural Address—

Principal George M. Korns, Barberton. Paper—"The Teacher's Influence in the Home," Miss Bertha Theiss Northfield. Vocal Solo—"At Parting," Rogers, Miss Nellie Glover, Akron. Address—"Some Essentials of Teaching," Superintendent H. V. Hotchkiss, Akron, Ohio. Vocal Solo—Selected, Mr. S. B. Moul, Akron. General Discussion—"What are appropriate Opening Exercises?" Mrs. Lee R. Knight, Akron, Mr. P. E. Graber, Akron, Superintendent W. M. Glasgow, Barberton, and Dr. Samuel Findlay, Akron, took part in the general discussions.

F. M. Plank, for several years superintendent of the Wadsworth schools, took charge of the Lodi schools, November 1.

Commissioner Brumbaugh, of Porto Rico, is very happy over a letter recently received from Mr. Carnegie in which he agrees to give \$100,000 for a public library to be located in San Juan. The city has agreed to the terms named by Mr. Carnegie to furnish a suitable site for the building and appropriate not less than \$6,000 a year for the maintenance of the library, and work will soon be commenced.

The new School Manual recently issued by Supt. J. W. Carr, of Anderson, Ind., contains an excellent outline for systematic training in Morals, which is attracting attention in different sections of the

country. *The New York Evening Post* recently published an article calling attention to the plans and methods suggested by Supt. Carr. While we are not authorized to make any offer for the distribution of his report, we feel safe in suggesting that an inquiry sent to him will result in obtaining information as to how his report may be secured by those who are interested.

Massillon is erecting two new eight-room school buildings to cost \$80,000.

From Volume I of the Report of the United States Commissioner of Education for the year ending June 30, 1900, we learn that the total enrollment in all the schools and colleges, public and private, for that year was 17,020,710 — an increase over the previous year of 282,348. Of this number, the enrollment in public institutions was 15,443,462. The average length of the school term was 144.6 days — an increase of a day and a half over the length of the school term of the previous year and an increase of twelve days and a half over that of the year 1869-70.

Assistant Superintendent F. B. Dyer, of Cincinnati, and his wife, recently entertained the teachers of the Madisonville schools, as was their custom when Mr. Dyer was their superintendent, and, judging from the description given us by

one of the corps, an unusually good time was enjoyed by all who were present. Supt. E. D. Lyon, who is giving excellent satisfaction as Mr. Dyer's successor, and his wife, were the special guests of the occasion and the good will manifested by all to all speaks well for both the past success and the future welfare of the schools. As a memento of many happy hours spent with their former superintendent, the teachers presented to Mr. Dyer a beautiful watch fob with charm.

S. A. Stilwell, formerly superintendent of schools at Waynesville, is the auditor-elect of Warren county. He led his ticket at the recent election.

Riley township, Putnam county, is doing excellent work in every way under the supervision of P. D. Amstutz. The township library now numbers 357 volumes.

In attendance, interest, and enthusiasm the meeting of the Central Association held at Cincinnati, November 8 and 9 was a pronounced success. It is estimated that 1,500 teachers outside of Cincinnati were present, the smaller towns and villages as well as the cities being well represented.

Friday was spent in visiting schools which is always a most practical way of securing help for the actual work of the school room and the executive committee were commended by all for making pro-

vision for such visitation. The first meeting was held, Friday night, in Music Hall, which was crowded by an interested audience of teachers and their friends. Excellent music and other entertainment were furnished by the pupils of the Cincinnati schools as an introduction to the address of the evening delivered by Supt. F. Louis Soldan, of St. Louis, on "Fads." No man in the United States is better qualified to speak on this subject than Supt. Soldan. He is conservative enough to be reliable and safe and progressive enough to be helpful and inspiring. His treatment of the subject showed that he has the wisdom to hold on to what is good in the old as well to keep himself in a receptive mood for a thoughtful consideration of the claims of the new.

At the session on Saturday two excellent addresses were delivered. The first was by Prof. Moulton, of Chicago University, on "The Value of the Interpretative Recital in Teaching Literature." It is generally agreed that Prof. Moulton is a master in his field and his address was full of interest and suggestion to all.

He was followed by Rev. Wm. J. Long, so well known to all the members of the O. T. R. C. as the author of "Ways of Wood Folk" and "Wilderness Ways." His charm as a writer is equalled only by his charm as a speaker. His subject, "Nature and the Child," was treated in a most helpful, as

well as entertaining manner, and the only fault found by any one was that he did not talk long enough. Such an address does much to correct the evil effects which follow the reading of some of the so-called Nature Study Books and the delivery of some of the so-called Lectures on Nature by persons who have very little knowledge of or sympathy with Nature and also some of the worse than useless nonsense which is being inflicted upon the public under the title of Child Study by those who have no real knowledge of either the head or heart of the child. Mr. Long knows and loves both Nature and the Child and talks out of such a full head and sympathetic heart that he never fails to inspire his hearers with a determination to do more and be more than they have ever done or been.

Supt. H. A. Stoker, of Delaware, made an excellent president. His inaugural address on "Professional Duality" was unique in many ways, was carefully prepared, and well delivered. He is to be congratulated upon the success of the meeting and to him and the members of the executive committee the gratitude of all the members of the association, for the plans so wisely made and completely executed by them, are due.

The association adjourned *sine di* after selecting Cleveland as the next place of meeting and electing the following officers:

President, William Werthner, Dayton; First Vice President, L. B. Demorest, Marysville; Second Vice President, J. W. Swartz, Tippecanoe City; Secretary, Mary L. Pratt, Delaware; Executive Committee, J. S. Weaver, Springfield; C. L. Dickey, Clintonville; H. C. Minnich, Hillsboro.

S. B. Moul, formerly superintendent of the Marengo schools, is now a teacher in the Akron High school.

Our correspondent reports an exceptionally interesting meeting of the Ottawa County Teachers' Association at Elmore, November 9.

We are indebted to township superintendent L. C. Wilkerson, of Springboro, for a copy of the printed list of questions used in the November examination of the pupils of the township under his supervision.

Supt. Arthur Powell, of Steubenville, and his teachers are keeping up in a most enthusiastic manner the teachers' meetings inaugurated in the city at the opening of the schools. The third meeting was held November 9 and among several interesting topics named on the program we find two Reports of Visits to Schools — one to Bridgeport made by Supt. Powell and the other to Pittsburg by Miss Isabella Tappan. Such visits reported to the entire corps of teachers must be suggestive to all. We are also

glad to note that Miss Elma La Trace, the supervisor of drawing, devoted considerable time to the discussion of that important subject introduced into the schools at the beginning of the year, and that the O. T. R. C. had a prominent place under the safe and competent leadership of Principal D. W. Matlack.

Supt. J. W. Smith, of Ottawa, is now a member of the Putnam County Board of School Examiners. He is eminently qualified in every way for the place.

The executive committee of Eastern Ohio and Western West Virginia Round Table with W. H. Maurer, of Steubenville, as chairman and W. H. Henderson, of New Cumberland, W. Va., and Wilson Hawkins, of Mingo Junction, as associate members, are to be congratulated upon the excellent meeting held, under their direction, at Steubenville, November 1 and 2. Sixty-six topics were proposed for discussion, the greatest interest centering on those relating to the teaching of Spelling, Mental Arithmetic, and Latin. The credit which should be given Attendance in making Promotions; the Moral Qualifications of Teachers; and Home Study, all came in for a full share of earnest consideration by those in attendance. Fully one hundred and fifty teachers and superintendents were present and were greatly benefited by the discussions which, as is usually the case in Round Table meet-

ings, were pointed, spirited, and practical. The next meeting will be held the coming spring at New Cumberland, W. Va., with W. H. Henderson, New Cumberland, W. Va., Arthur Powell, Steubenville, O., and C. E. Githens, Wellsburg, W. Va., constituting the executive committee.

The second fall term at the Tri-State Normal College, Angola, Indiana, opened with an attendance twenty-five per cent larger than ever before at the same time of year. The attendance from Ohio is so large that special attention will hereafter be given to O. T. R. C. work, the Ohio students being classified by themselves for this purpose and placed under the special instruction of Prof. Charles E. Reber, an A. M. and Ph. D. of Harvard University and a former student of Dr. Schaeffer's in the University of Pennsylvania. The students in his classes will thus have an exceptional opportunity to study all the O. T. R. C. books and Dr. Schaeffer's book in particular. The movement is a high tribute to both the O. T. R. C. and the progressive spirit of the school which has inaugurated it.

The Galion schools are making most satisfactory progress under the supervision of I. C. Guinther. The high school lecture course is growing more popular each year. The attendance of the high school has reached 161—an increase of 300 per cent in nine years. The

premiums taken by the schools at the county fair amounted to \$114.60. A large part of the increased interest among the people in educational affairs is due to the citizens' educational meetings held from time to time.

The Fairfield County Teachers' Association held an interesting session November 16. M. E. Osborn, of New Bremen, read a well prepared paper on "How to Teach Reading" which suggested many points for an interesting discussion which was carried on by Mrs. Flora Clover, William Walter, George Haver, and W. H. Wolfe. Mr. Haver also gave a good talk on "Music in the Public Schools," which was discussed by M. L. Smith and others. Two excellent addresses on "The Relation of Geology and Geography" and "The Relation of Geography and History," were delivered by Supt. G. W. Welsh, of Lancaster.

Supt. F. G. Maurer, of Lodi, has resigned his position to accept a more lucrative one with the Home Correspondence School of Springfield, Mass. His address is now 420 West Third Street, Canton, O.

The Lorain County Teachers' Association held a very enthusiastic meeting in Wellington, Saturday, Nov. 16. Large numbers of teachers were present from all parts of the county. The following excellent program was rendered. The papers

were followed by a spirited discussion by the teachers and superintendents present:

Music, Wellington High School; invocation, Supt. F. D. Ward; music, Wellington High School; What can Country Schools do in Literature?, Supt. Frederick Reed; English History a Background for American History, Miss Corina L. Rice; A Half-hour in Sunlight, Supt. F. D. Ward; music, Wellington High School; The Educational Value of Books and Travel, Pres. Barrows, of Oberlin College; O. T. R. C., Prof. H. M. Ebert.

— T. W. Horton of Omega, county secretary for the O. T. R. C. in Pike county, has issued a very helpful circular to the teachers of the county outlining the work to be done.

— Send five cents in stamps to Supt. J. A. Culler, Bowling Green, Ohio, for a sample copy of the new Supplementary Reading in Physics, prepared by him and published by O. T. Corson, Columbus O.

— Just as we go to press, we learn from Supt. E. M. Craig, Chairman of the Executive Committee of the State Association of School Examiners, Sabina, Ohio, that the next meeting of that association will be held in Columbus, at the Rich street school, December 27 and 28, the first session convening at 10:00 a. m., Friday, December 27. An excellent

program is being prepared and will be distributed in good time for the meeting. A large attendance is urged as the meeting will be an important one.

— The officers and executive committee of the State Association of Township Superintendents of Ohio are making special effort to arouse enthusiasm in their holiday meeting to be held in Columbus December 26 and 27. Programs for the occasion and literature of importance will be sent any township superintendent who will kindly send his name and address to the Secretary, D. H. Barnes, Osborn, O.

— Certificates of graduation from the Middletown high school will hereafter be accepted in place of entrance examinations by the Case School of Applied Science.

— Supt. John M. Sarver of Canton, has our thanks for a copy of the Directory and Rules and Regulations of the city schools.

— Principal A. J. Brown of the Montpelier high school has been appointed school examiner for Williams county.

— We had a pleasant call recently from Hon. J. M. Carr, representative-elect from Muskingum county, and superintendent of the Frazesburg schools. To comply with the wishes of the pupils and patrons of the schools, the board of education of Frazesburg expect to

secure some one to take the place of Supt. Carr temporarily while the Legislature is in session and thus close the year under his supervision.

DIRECTORY OF IMPORTANT EDUCATIONAL MEETINGS.

[We desire to give, each month, reliable information regarding the time and place of important educational meetings, and shall greatly appreciate the assistance of our readers and friends in securing such information. Notices relating to such meetings should reach us not later than the twentieth of the month preceding the month in which the meeting is to be held.]

NATIONAL EDUCATIONAL ASSOCIATION.

President — W. M. Beardshear, Ames, Ia.
Secretary — Irwin Shepard, Winona, Minn.
Place — Minneapolis, Minn.
Time — July 7-11, 1901.

OHIO STATE TEACHERS' ASSOCIATION.

President — E. W. Coy, Cincinnati.
Secretary — E. H. Helter, Wapakoneta.
Place — Put-in-Bay.
Time — June, 1902.

CENTRAL OHIO TEACHERS' ASSOCIATION.

President — William Werthner, Dayton.
Secretary — Mary L. Pratt, Delaware.
Place — Cleveland.
Time — To be determined by executive committee.

NORTHEASTERN OHIO TEACHERS' ASSOCIATION.

President — F. J. Roller, Niles.
Secretary — F. P. Shumaker, Chagrin Falls.
Place — Cleveland
Time — February 22, 1902.

EASTERN OHIO TEACHERS' ASSOCIATION.

President —
Secretary —
Place —
Time —

SOUTHEASTERN OHIO TEACHERS' ASSOCIATION.

President — M. A. Henson, McArthur.
Secretary — G. W. Pilchard, Pomeroy.

Place — Gallipolis.

Time — October 24 and 25, 1902.

SOUTHWESTERN OHIO TEACHERS' ASSOCIATION.

President — J. W. Withers, Lebanon.
Secretary — C. C. Donley, Middletown.
Place — Hamilton.
Time — April 19, 1902.

NORTHWESTERN OHIO TEACHERS' ASSOCIATION.

President —
Secretary —
Place —
Time —

WESTERN OHIO ROUND TABLE.

President — F. Gillum Cromer, Franklin.
Secretary — J. W. Swartz, Tippecanoe City.
Place — Dayton.
Time —

NORTHWESTERN OHIO ROUND TABLE.

President — C. C. Miller, Lima.
Secretary — Ethel Reed, Bowling Green.
Place — Van Wert.
Time — April 4 and 5, 1902.

OHIO VALLEY ROUND TABLE.

President — W. H. Henderson, New Cumberland, W. Va.
Secretary —
Place — New Cumberland, W. Va.
Time — April 4 and 5, 1902.

STATE ASSOCIATION OF SCHOOL EXAMINERS.

President — Horace A. Stokes, Delaware.
Secretary — C. L. Martzolf, New Lexington.
Place — Columbus.
Time — Christmas week.

STATE ASSOCIATION OF TOWNSHIP SUPERINTENDENTS.

President — A. B. Graham, Springfield.
Secretary — D. H. Barnes, Osborn.
Place — Columbus.
Time — Christmas week.

STATE ASSOCIATION OF SCHOOL BOARD MEMBERS.

President — H. S. Prophet, Lima.
Secretary — J. A. Williams, Columbus.
Place — Columbus.
Time — To be determined by executive committee.

BOOKS AND MAGAZINES.

American Book Co., Cincinnati, O.: Ward's Letter Writing and Business Forms—Vertical Edition. Numbers I and II, 10 cents each. Numbers III and IV, 15 cents each.

Practical Exercises on the Latin Verb. By Katherine Campbell Reiley, Teacher of Latin, Brooklyn Heights Seminary. Limp cloth. Large quarto. 80 pages. Price, 50 cents.

These blanks for exercises on the Latin Verb have been prepared to economize the time of both teacher and pupil, and to present the verb in such a way that its acquisition will be both easy and permanent.

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The following program was carried out: Inaugural Address—

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These excursions will start from Columbus and other central points each week during the summer, and will be arranged to meet the needs of any teacher who desires to visit the Exposition.

REGISTRATION.

Teachers desiring to avail themselves of the privileges of these tours may register for them now by sending us their application, accompanied by the first payment of Two Dollars, on receipt of which we will issue a certificate for the tour desired, the balance to be paid at least ten days before the time of starting.

The first party will leave Columbus about July — (exact date will be announced later) and will be in charge of Mr. F. B. Pearson, or some satisfactory person selected by him, going and coming. On arrival in Buffalo the party will be met by the guides of The Teachers' Pan-Tourist Co. and taken to their rooms, which will have been reserved in the best homes of that city. Three days will be taken for visiting the Pan-American Exposition, one day for an educational side-trip to Niagara Falls and Frontier, one day for a visit to the most interesting points in and about Buffalo, and one day will be left optional with the teacher. All expenses for board and rooms, the care and handling of baggage, transportation on the side-trips, guides, and three admissions will be paid by The Teachers' Pan-Tourist Co. and teachers will be left free to enjoy themselves.

The cost for the entire week will be \$28, plus the railroad fare to Buffalo and return, which will be half fare or less, we have every reason to suppose. However, those teachers who may desire to make a shorter or a cheaper trip may join the excursions and while in Buffalo be entertained in The Teachers' Tenting Colony, which will be explained in the prospectus of the Buffalo company, at a cost of \$25 with the Niagara and Buffalo side-trips, or \$16 without the side-trips. Furthermore, any teacher desiring only that he be found a respectable room and direction while in Buffalo, may take out a Membership Certificate in the Tourist Co. at a cost of only \$1, paying his own expenses while in Buffalo.

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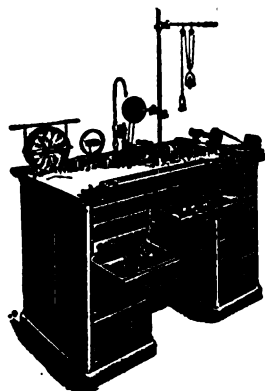
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